

The Alice and Jerry Basic Readers

v. 23

Guidebook for The New

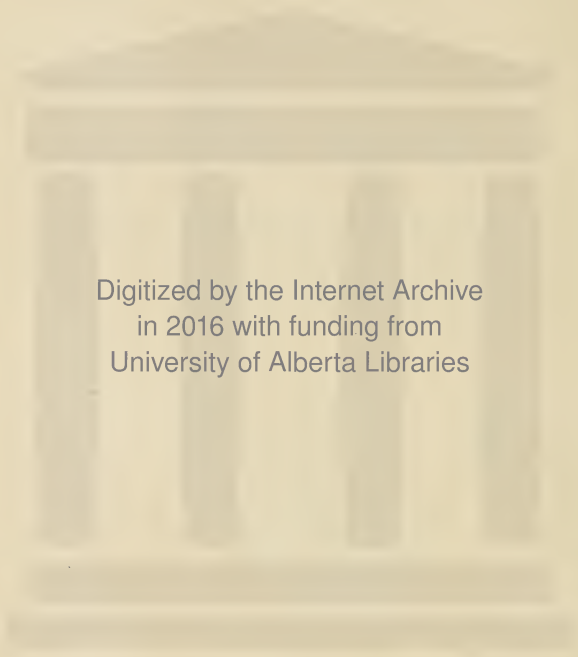
If I Were Going



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The Alice and Jerry Basic Readers
Reading Foundation Program

Guidebook for
The New
If I Were Going

BY

MABEL O'DONNELL

AND

MARGARET L. WHITE

ROW, PETERSON AND COMPANY

EVANSTON, ILLINOIS

WHITE PLAINS, NEW YORK

1950 Edition

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THE NEW ALICE AND JERRY BASIC READERS

Materials Comprising the Reading Readiness Program

FIRST YEAR READINESS TEST—I (no charge where The Alice and Jerry Books are used basically)

HERE WE GO, Diagnostic Reading Readiness Book

OVER THE WALL, Developmental Reading Readiness Book

PICTURE CARDS (63 pictures, 6½" by 9", for use with Here We Go and Over the Wall)

TEXTFILMS (Filmstrips, 35 mm.)

I Live in the City

I Live in the Country

Tell Another Story

Animals to Know

Away We Go

FIRST YEAR READINESS TEST—II (no charge where Over the Wall is used basically)

GUIDEBOOK FOR TEACHERS ON INITIAL STAGES OF READING READINESS (no charge with basic orders)

Materials Comprising the Preprimer Program

SKIP ALONG, First Preprimer

UNDER THE SKY, Second Preprimer

OPEN THE DOOR, Third (Basic) Preprimer

HIGH ON A HILL, Fourth (Parallel) Preprimer

POCKET CARD HOLDER

BIG PICTURES FOR SKIP ALONG (24 pictures on 16" by 19" cards)

REBUS, WORD, PHRASE AND SENTENCE CARDS (for use with the pre-primer and primer programs)

PREPRIMER WORKBOOK (to accompany the first three preprimers)

A VOCABULARY PREPRIMER WORKBOOK (An Additional Workbook to be used in conjunction with the Preprimer Workbook; for use with immature groups only)

TEXTFILMS (to accompany each of the preprimers)

PREPRIMER ACHIEVEMENT TEST (in packages of 25)

GUIDEBOOK FOR TEACHERS FOR THE PREPRIMER PROGRAM (no charge with basic orders)

Materials Comprising the Primer Program

The New DAY IN AND DAY OUT, Basic Primer

THE WORKBOOK FOR THE NEW DAY IN AND DAY OUT

A VOCABULARY PRIMER WORKBOOK (to be used in conjunction with The Workbook for The New Day In and Day Out; for use with immature groups only)

TEXTFILM (to accompany The New Day In and Day Out)

PRIMER ACHIEVEMENT TEST (in packages of 25)

GUIDEBOOK FOR TEACHERS FOR THE NEW DAY IN AND DAY OUT (no charge with basic orders)

THE WISHING WELL, Parallel Primer

(over)

Materials Comprising the First Reader Program

The New ROUND ABOUT, Basic First Reader
WORD CARDS FOR THE NEW ROUND ABOUT
THE WORKBOOK FOR THE NEW ROUND ABOUT
A VOCABULARY FIRST READER WORKBOOK (to be used with The
Workbook for The New Round About; for use with immature
groups only)
TEXTFILM (to accompany The New Round About)
FIRST READER ACHIEVEMENT TEST (in packages of 25)
GUIDEBOOK FOR TEACHERS FOR THE NEW ROUND ABOUT (no charge
with basic orders)
ANYTHING CAN HAPPEN, Parallel First Reader
I KNOW A STORY, Wonder-Story Book (First Reader)

Materials Comprising the Second Reader Program

SECOND YEAR READINESS TEST (no charge with basic orders)
The New DOWN THE RIVER ROAD, Readiness Second Reader
THE WORKBOOK FOR THE NEW DOWN THE RIVER ROAD
TEXTFILMS (to accompany The New Down the River Road)
GUIDEBOOK FOR TEACHERS FOR THE NEW DOWN THE RIVER ROAD
(no charge with basic orders)
The New FRIENDLY VILLAGE, Basic Second Reader
THE WORKBOOK FOR THE NEW FRIENDLY VILLAGE
SIGHT VOCABULARY WORD CARDS FOR USE WITH THE NEW FRIENDLY
VILLAGE
TEXTFILMS (to accompany The New Friendly Village)
SECOND READER ACHIEVEMENT TEST (in packages of 25)
GUIDEBOOK FOR TEACHERS FOR THE NEW FRIENDLY VILLAGE
(no charge with basic orders)
NEIGHBORS ON THE HILL, Parallel Second Reader
IT HAPPENED ONE DAY, Wonder-Story Book (Second Reader)





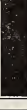




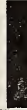

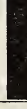
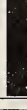





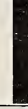





Materials Comprising the Third Reader Program

THIRD YEAR READING READINESS TEST (no charge with basic orders)
The New THROUGH THE GREEN GATE, Readiness Third Reader
THE WORKBOOK FOR THE NEW THROUGH THE GREEN GATE
TEXTFILMS (to accompany The New Through the Green Gate)
GUIDEBOOK FOR TEACHERS FOR THE NEW THROUGH THE GREEN
GATE (no charge with basic orders)
The New IF I WERE GOING, Basic Third Reader
THE WORKBOOK FOR THE NEW IF I WERE GOING
THE WORKBOOK FOR THE NEW IF I WERE GOING, Teacher's Edition
SIGHT VOCABULARY WORD CARDS FOR USE WITH THE NEW IF I
WERE GOING
TEXTFILMS (to accompany The New If I Were Going)
THIRD READER ACHIEVEMENT TEST (in packages of 25)
GUIDEBOOK FOR TEACHERS FOR THE NEW IF I WERE GOING
(no charge with basic orders)
THE FIVE-AND-A-HALF-CLUB, Parallel Third Reader
AFTER THE SUN SETS, Wonder-Story Book (Third Reader)

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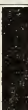



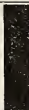

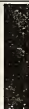
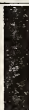




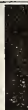

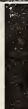





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THREE LEVEL WORD RECOGNITION CHART

Initial Consonant Sounds and Blends	Plurals	Phonetic Parts	Final Sounds	Vowel Sounds	Hard and Soft Sounds of c and g	Hyphen- ated and Compound Words	Contra- ctions
							
							
							
SUPERIOR GROUP							
AVERAGE GROUP							
IMMATURE GROUP							

Note: The chart on these two pages illustrates the fact that through the unit plans in this and the preceding Guidebooks all three groups have now been introduced to the techniques basic for word recognition development in the upper elementary grades. See pages 395-98 for detailed reference to the unit plans in this Guidebook where specific techniques are introduced and reviewed.

THREE LEVEL WORD RECOGNITION CHART (cont.)

	Prefixes and Suffixes	Word Beginnings	Letter Groups	Syllable Division and Accent	Syllables (See Note below.)	Diacritical Marks for Long and Short Vowels	Vowel Rules for Accented Syllables	Irregular Verbs
SUPERIOR GROUP								
AVERAGE GROUP								
IMMATURE GROUP								

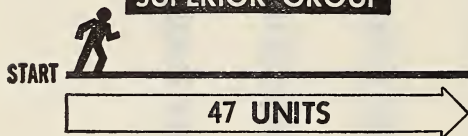
Note: The problem of the spelling of syllables has been introduced in each of the three programs, but these particular syllables are not treated in the immature program: *gle, kle, le, ture*. The syllable *kle* is not treated in the average program.

TIME CHART

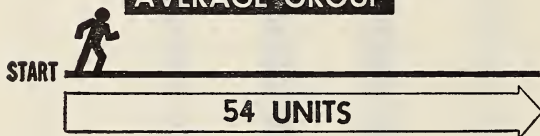
This chart shows the relative rates at which the three ability groups can be expected to complete the Third Reader.

Teaching plans covering the units as shown in the chart are developed in this Guidebook. Each unit represents the approximate amount of progress which a class can expect to make in one reading period.

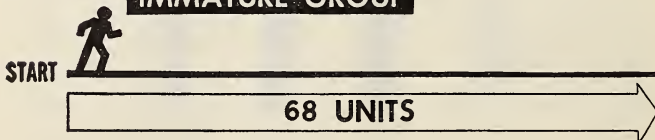
SUPERIOR GROUP



AVERAGE GROUP



IMMATURE GROUP



Introduction

For many years research workers in the field of reading and child development have been pleading for greater attention to the problem of individual differences. Teachers entering the elementary field from schools of education the country over have not only been cognizant of the problem; they have realized that its solution was the province of the classroom teacher.

Recently there has come a constantly recurring query from superior teachers. Is not the crux of the problem the fact that we need a different type of teaching for different groups? Why should a superior child be taught by the same methods as the average; the average by the same methods as the immature? In differentiating the programs to meet the needs of the three groups, should not the first and most important differentiation be made in the type of teaching used? This Guidebook presents concrete classroom procedures to show how this may be done.

Adequate reading guidance on the third-year level presupposes an understanding of the fact that the reading skills so important on the upper-elementary level have their simple beginnings as low down as the primary grades. The responsibility for initiating the development of such skills is the direct responsibility of the classroom teacher. In order that she may see clearly how this skill development can and should be initiated, each suggested activity in the units of the Guidebook is labeled to show the particular skill such an activity is intended to develop. Considered in their entirety, such labels indicate the care taken in the Alice and Jerry program to provide well-rounded reading development. All too often, developmental reading programs for second and third grades are merely a repetition of first-grade techniques. The strongest feature of the Alice and Jerry Guidebooks is the systematic, thorough, and continuous development of reading skills from grade to grade.

The rates suggested for silent reading in the three programs, respectively, are 138 words per minute for the superior group, 126 words for the average, 120 words for the immature. These rates have been arrived at after a study of research in the field as tabulated in the following

books: *How to Increase Reading Ability* by Albert J. Harris (Longmans, Green) and *Silent and Oral Reading* by Clarence R. Stone (Houghton Mifflin).

Program for superior groups. This program is a challenge to the thinking of superior pupils. In order to stimulate and sustain interest, the reading techniques presented are numerous and varied. Directed teaching is far less evident than in the other two programs because it is less necessary.

Pupils are constantly challenged to "try their wings" and to help themselves. The program assumes that a large portion of the new vocabulary can be unlocked independently through picture, context, and phonetic clues, and the amount of vocabulary review is kept at a minimum on the premise that wide reading will furnish its own review. Silent reading is directed to be done in long units of text with the express purpose of developing concentration and ability to lose one's self in the story. Discussion follows, but does not interrupt, the long units of silent reading. In many instances the comprehension check questions of the Workbook are directed to be done independently in conjunction with the silent reading. Thus the foundations for the independent study habits so important in the upper-elementary grades are firmly laid.

Great care is taken to show how reading, writing, and spelling can be integrated and how spelling can become a natural outcome of the word recognition program. Much attention is given to the auditory and visual perception of syllable divisions, so that pupils become aware of the ways in which polysyllabic words grow, and learn to recognize and spell them accordingly. Pupils are gradually introduced to phonetic spelling and this, in conjunction with the use of the glossary, affords an easy and sure approach to the introduction of the dictionary in grade four (see General Notes, No. 6, for additional material on phonetic spelling).

Program for average groups. The amount of directed teaching in this program is far greater than that outlined for superior groups. The teaching is more deliberate and thorough. This program aims to make pupils take pride in being self-reliant. Superior pupils profit by having word recognition techniques suggested to them. Average pupils profit by having such techniques carefully taught. A large amount of time is taken in guiding pupils in the use of picture, context, and phonetic clues and a combination of the three, thus laying the ground-

work out of which power in independent word attack can emerge. Directed introduction of the new vocabulary of words and meanings forms a large part of the initial procedure in most of the Guidebook units.

Special care has been taken in the activities listed under Vocabulary Enrichment and Extension to increase the child's speaking vocabulary far beyond the limits of the third-year word list, while at the same time enriching the meanings of words within the third-year vocabulary by using them in various situations in which the meaning must change to meet the situation.

This program accepts the challenge that one of the most important functions of guidance at the third-year level is to stimulate pupils to think through what is read, to draw simple inferences, and to exercise simple judgments which lead to simple conclusions—in other words, to answer questions which call for individual thinking and which are not couched in the words of the text. Pupils are constantly stimulated to associate story experiences with their own experiences and to judge their truth accordingly.

Again in this program great care is taken to show how reading, writing, and spelling can be integrated and how spelling ability can become a natural outcome of the word recognition program. Phonetic spelling is not introduced, but syllable division and accent marks and the use of the glossary are fully developed as a basis for the use of the dictionary in the fourth grade.

Program for immature groups. In this program the rate at which the text is presented is much slower than in the other two groups. The teaching follows the pattern already established in *The New Through the Green Gate*, the readiness third reader. The skills program is extended very gradually, and constant emphasis is placed upon the further development of skills already initiated in the program up to this point. Techniques are few and are repeated many times. Immature pupils need to learn how to do a few things and do them well. Only in this way can they attain a feeling of security and confidence. At the same time an especial effort has been made to present numerous simple, but varied, approaches to each learning situation so that pupil interest may be kept at a high level.

It is extremely important that pupils in immature groups have an adequate sight vocabulary of carrier and service words. Much emphasis is placed upon the slow but thorough building of such a vocabulary

through the use of the Sight Vocabulary Word Cards. Since immature pupils need well-established methods for unlocking unknown words, the word recognition program receives special emphasis, but never at the expense of reading for meaning. Pupils are constantly stimulated to think and work independently, though the type of thinking is below the level of that required in the other two programs. Special guidance is given phrase and sentence meaning throughout the program.

GENERAL NOTES ON USING THIS GUIDEBOOK

1. **Independent reading.** The supplementary activities in the units for superior groups contain references for independent reading to stories in *The New Through the Green Gate*, the Alice and Jerry readiness third reader; and to *After the Sun Sets*, the Wonder-Story Book for the third grade. Superior groups may also be given any other available third-grade books for independent reading.

The supplementary activities in the average program contain references for independent reading to stories in various easy third readers. It is assumed that pupils can work out most "new" words through picture clues, initial consonant clues, and context clues, as such methods have been taught from the beginning and should be obvious. Words that need specific help are listed the first time they appear in the reading of each book.

For immature groups, stories are listed from various second and easy third readers.

It is not expected that a teacher will have all the books listed. But in order that she may assemble the books she has available, their titles are listed below.

Second Grade Readers	Third Grade Readers
Around the Corner	After the Sun Sets
More Friends and Neighbors	Beyond Treasure Valley
On We Go	Finding New Neighbors
Over a City Bridge	Looking Ahead
	Streets and Roads
	The New Through the Green Gate

2. **Textfilm.** The Textfilm for *The New If I Were Going* is an important part of the program. At the places in the unit plans where Textfilm is to be used, the teacher is referred to the separate manual which accompanies the Textfilm. In it, full instruction is given for the use of each frame.
3. **Vocabulary of *The New Through the Green Gate*.** Since it is taken for granted that the average and immature groups have used *The New Through the Green Gate*, the vocabulary of the book is

not considered new for any but the superior groups beginning *The New If I Were Going*.

4. **Workbook correlation.** The correlation of each Workbook page with certain pages in *The New If I Were Going* is given at the bottom of the Workbook pages under the caption *USE*. However, this does not mean that the Workbook pages must be always so used. Very often in the Guidebook a different use of the Workbook page may be suggested, if such a page correlates better with the activity being stressed in a particular unit.
5. **Grouping.** In rural schools or in situations where the number of pupils is so small that division into groups is not feasible, teachers should use the program for average groups. To meet the reading needs of each pupil in such small groups, it is to be hoped that the teachers will read thoroughly the programs for superior and immature groups and modify their teaching accordingly.
6. **Phonetic spellings.** Phonetic spellings are represented by roman type in parentheses. The Merriam-Webster Dictionary diacritical markings are used. For pupils in the superior groups (the only ones introduced to phonetic spelling at this time) any markings not yet introduced are omitted. When the phonetic spelling of a foreign name is given for the teacher's convenience, all diacritical markings are used.
7. **Choral reading.** *Let's-Read-Together Poems: An Anthology of Verse Selected and Arranged for Choral Reading in the Third Grade*, by Helen A. Brown and Harry J. Heltman (Row, Peterson and Co., 1950), will prove invaluable to teachers who wish for a means by which they can give their pupils a beginning opportunity to know and appreciate poetry.

Program for the Superior Group

UNIT PLANS FOR THE THIRD READER

The New IF I WERE GOING

UNIT I

The Railroad Station (pages 1-6)

New Vocabulary

across	chair	desert	Norway	Spain
Brittany	children	English	perhaps	station
camel	company	Marie	railroad	travel

(It is assumed that the superior group can attack many new words independently. It is also assumed this group can get many new words through picture and context clues. In general, guidance will be given only on words which have difficult meanings or which pupils cannot get by the above-mentioned methods.)

Initial Procedure

Introducing the book. Summertime has been a gay good time for all of us. Many of you have had a chance to — (Write *travel*, then *trav'el*.) Tell one place where you have gone.

It sounds as if someone in this new book wishes that he could— (indicate *travel*), too, because the title is —. The cover illustration suggests that he might like to go in a —.

Title page. Turn to the title page. Which people in the picture do you think are the travelers? What proves that they are not traveling in this country? Yes, if you wished to see children dressed like this, you would probably have to go— (Write *across the ocean*.) In what two ways might you go? If you went in a ship, its engines would probably be run by— (Write *steam*, underlining *st* and *ea*.) So it would be a— (Complete *steamship*.) It would belong to a steamship— (Write *company*, then *com'pany*.)

To what countries might you go? (Let suggestions be numerous, but list on board only the following: *England, Norway, Brittany, Spain,*

Africa. If the last three countries are not suggested, proceed as follows.) I had a friend who went to a part of France called—(Write *Brittany*, then *Bri'tany*.) I also know someone who went to—(Write *Spain*, underlining *Sp* and *ai*.) But the one who wanted to hunt wild animals went to—(Write *Africa*, then *Af'ri ca*.) Read the names of these five countries. I will help you find them on the map. (Have countries located several times.)

Contents pages. Again we have the contents pages. Into how many units is the book divided? Will our travelers go to—(indicate *Norway*)? What unit title proves that they will? To which of these other countries will the travelers go? (Indicate names on board.) In England everyone will understand what the travelers say, because both Americans and the people in England speak—(Write *English*, then *Eng'lish*.) I know a way in which we can make believe we are traveling. Read the first unit title and find out how.

Frontispiece. Evidently our story begins in —, and this building is the —. (If *depot* is suggested, have pupils think of another name which means the same.) Skim page 1 and find the words *railroad station* two times. There are quite a few people at the station, and many of them are—(Write *children*, then *chil'dren*.) Maybe some of them will go away on the train. Another way to say "maybe" is to say—(Write *perhaps*, then *per haps'*.)

Silent and Oral Reading

Pages 1–3. *Gathering information; Noting specific details.* Of course you are anxious to find out what Friendly Village and the railroad station have to do with our travelers. Read pages 1–3 and you will know. Then do page 1 in your Workbook. Remember it is—(Write *important*, then *im por'tant*) to keep your mind on the story. (When Workbook page is done, have completed sentences read aloud. Have paragraph 4, page 2, read aloud; then have some pupil illustrate how Mr. Sanders stood. Have paragraph 3, page 3, read and checked with the illustration on page 4.)

Pages 4–6. *Picture clues.* On pages 4 and 5 Mr. Sanders is evidently looking through his box of old posters. Are your eyes sharp enough to find out from what countries the posters came? With what country would you associate the picture on page 6? Camels are used for traveling across the —. Skim paragraph 1, page 6 for the words *camel* and *desert*.

Exercising judgment; Following directions. Read pages 4-6; then do page 2 in your Workbook. You will hear about a character called Marie. (Write *Marie*, then *Marie'*.) (When Workbook page is done, have pupils give the number on each poster and then read from the book to prove that that number is right.)

Predicting outcomes. (Have the pupils read aloud the last two paragraphs in story and predict what may happen before the book is over. Have them read the title of the next story and then decide why Mr. Sanders is running his hand through his hair.)

Word Recognition Techniques

(DO NOT OMIT THESE ACTIVITIES)

Auditory perception; Syllable division and accent. When you see two like letters in the middle of a two-syllable word, you generally divide the word between the two like letters. Who can write this word by syllables and put in the accent mark? (Write *sunny*; then continue with *village*, *cobbler*, *summer*.)

Review of initial blends. It takes two letters to begin the word *station*. Show me how the word begins. Finish it if you can; otherwise I will finish it for you. (Continue with *sleepy*, *friend*, *travel*, *place*, *spot*, *clock*, *floor*, *black*, *dress*.)

Integrating reading, writing, and spelling (review of phonetic parts). If you wish to write the word *stood*, which of these parts will you use? (Write *ew*, *or*, *ay*, *ow*, *oo*, *ou*, *ir*, *ey*.) Prove that you know by writing the word. (Continue with *flew*, *work*, *gay*, *they*, *own*, *found*, *town*, *first*.)

Vocabulary Enrichment and Extension

Extending speaking vocabulary. How many other names can you think of for a railroad station? (In a similar way develop terms such as the following: *depot master*, *ticket agent*, *luggage*, *baggage*, *freight*, *baggage master*, *baggage checks*, etc.)

Supplementary Activities

1. Independent reading. *The New Through the Green Gate*, pages 1-14. (Give help with names *Liz'zie* and *Am'ber*.)
2. Illustration. Have pupils make a poster of the railroad station.
3. Other suggested activities. A visit to a railroad station will be very worth-while.

UNIT 2

A Letter and a Surprise (pages 7-14)

New Vocabulary

agent	change	interest	round-trip	sold	wrote
begin	corner	net	rug	themselves	yellow
begun	count	pleasant	sail	trunk	York
chance	England	read	shall	wonder	

Initial Procedure

Introducing new words and meanings. If you surprise Mother by doing something to—(write *please*) her, it will be a—(write *pleasant*, then *pleas'ant*) surprise. What must be done to change the word *please* to *pleasant*? In *please*, does this vowel have its long or its short sound? (Indicate first *e*.) We put this mark over the vowel to show that it has its long sound. (Put $\bar{}$ over *e*.) But in the first syllable of *pleasant* this same vowel has its _____ sound. We use this mark (put $\acute{}$ over *e*) to show that the vowel is short. (Erase words.) Who will write *please*? What mark will you use to show that the first vowel is long? Who will change *please* to *pleasant*? Remember to change the mark over the vowel also.

If you are in a race, you may—(Write *win*.) When the race is over, you have—(Write *won*.) But all the time the race is going on, you will—(complete the word *wonder*; then write *won'der*) how it will come out.

When a word begins with these two letters—(write *wrote* and underline *wr*), the *w* is *silent*. This mark (put $\bar{}$ over *o*) shows that the first vowel is long, and the word is —. Use the word in a sentence and tell about a letter you—(Indicate *wrote*.)

If you like to work a puzzle, the puzzle will—(write *interest*, then *in'ter est*) you. You will find it—(add *ing*), and you will be—(Change *ing* to *ed*.)

What sound does *g* have in this word and why? (Write *edge*.) Use what you know to help you get—(Write *chānge*.) Mr. Sanders worked in a railroad station. He was the station—(Write *agent*, then *ā'gent*.) What do you mean by that?

What sound will *c* have in—(write *chance*; underscore the second *c*) and why? The word is —.

Introducing the glossary. We think we know what a station agent is, but it might be well to check to see if we are right. Our book has a way by which we may do that. Turn to page 338.

The title on page 338 is —. Read what is said below the title and find out why the meanings of words are so important. These pages are like a small dictionary. Another name for them is glossary. (Write *glossary*.)

Notice that the words are divided into groups. All the words in group 1 begin with —, in group 2 with —. This leads us to believe that the words are grouped according to the letters of the alphabet. Say the letters with which each group begins and see if that is true. (Have pupils note and explain the absence of the last four letters.)

To find the word *station*, under what letter would you look? The first one to find the phrase *station agent* may read the meaning. Were we right? (Continue to find the meanings of *desert*, *travel*, *perhaps*, *pleasant*.)

Silent and Oral Reading

Contents page. Locating information. Yesterday we left Mr. Sanders reading a letter. Do you recall what you thought might be in the letter? Use your contents to locate the story quickly so that we may check our thinking.

Pages 7–14. Reading to note specific details. Very often when we read, it is important to remember little things the story tells us. Yesterday it was important to know that Mr. Sanders once lived in—(write *England*) and his wife in—(Write *Brittany*.) We call these important little things details. (Write *details*.) There are many important details in the story today. Read the entire story. Then do page 3 in your Workbook. See how many sentences you can finish without having to read your story again. If there are any you can't finish, be sure to reread the story until you can. Be sure to check your spelling with your book. (When Workbook page is completed, have each sentence read aloud.)

Vocabulary Enrichment and Extension

Common or colloquial expressions. Mr. Sanders thought he might as well know the bad news—(Write *first as last*.) What did he

mean by that? (Continue with *in an offhand way, could not believe his eyes, could not believe her ears.*)

Word concepts (heteronyms). This word says—(Write *rēad*.) But sometimes it says—(Mark the *e* short.) The meaning of the sentence you read will tell you whether the word is *rēad* or *rĕad*. (Illustrate by having pupils read paragraph 3, page 8.) If you want to find out when a train goes, you—(write *use*) the timetable. But if the railroad company puts out a new timetable, the old one is of no use. (Write *use*.) What did you find out about the spelling of the two words?

Word Recognition Techniques

Auditory perception; Syllable division and accent. Many times, little words in compound words help us know how to divide words into syllables. Say this word to yourself. (Write *nearby*.) Who can write the word by syllables and put in the accent? (Continue with *steam' ship, may' be, cake' shop*.)

Initial blends (review). (Use techniques from previous unit with *cross, glad, gray, proud, scout, skate, bring, snow, sweet*.)

Integrating reading, writing, and spelling (phonetic parts: review). Remember, it takes two letters to begin the word *smart*. If you want to write the word, which of these parts will you use? (Write *ur, oy, oi, aw, ar, er, ei*.) Prove that you know by writing the word. (Continue with *joy, thaw, join, churn, Bert, veil*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 4.
2. Independent reading. *The New Through the Green Gate*, pages 15–28.

UNIT 3

On the High Seas (pages 15–20)

New Vocabulary

brother deck high land Larsen paint ski strange

Initial Procedure

Introducing new words and meanings. Since there is but one vowel in this word (write *deck*), the vowel is short and the word

is —. We put this mark (˘) over the vowel to show that it is short. Check with the glossary on page 338 and find out what *deck* will mean in this book. Since you see two vowels in this word (write *strange*), you know that the first vowel is — and the second vowel is —. We show that the first vowel is long by putting this mark (mark the *a* long) over the vowel. What sound will the *g* have and why? The word is —.

Mark the vowel in this word and tell what the word says. (Write *land*.) (Repeat procedure with *paint*.) When these two letters (write *high* and indicate *gh*) come together in a word, they are silent. This mark over the vowel (mark the *i* long) tells you that the vowel is long and the word is —. This word (write *ski*) sounds like this— (Write *skē*, but erase as soon as the word is pronounced.) What are —(add *s* to *ski*)? Check with the glossary.

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located the new story, decide what you think this word (indicate *high*) means in the title.

Pages 15–20. *Oral recall; Following events in sequence.* Often when you read an interesting story, you like to retell it to a friend. Read the entire story. Keep your mind on what happens first, what next, and so on. Then we will see what kind of storytellers you are. (Choose one pupil to tell the story; then have other pupils add omitted details and judge the oral retelling.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). What do you think of when you see the word—(write *land*)? What do travelers do when they land in a country? (Repeat with *cabin*, having pupils find it in glossary; *change*, meaning to alter, money.)

Oral Reading

Establishing standards for oral reading and listening. (Review the following standards for good oral reading: 1. *Read to show that you like the story yourself.* 2. *Read to show how the characters feel.* 3. *Read to show the difference between exciting parts and quiet parts.* 4. *Know all the words before you begin to read.* 5. *Take in the words by "eye-fulls" so that you can look up at your audience as you read.*

6. *Make your reading swing along.* 7. *Read so that everyone can hear easily.* 8. *Show that you know what periods, question marks, and exclamation marks mean.*

(Review the following standards for listening: 1. *Be sure you know the purpose for which you are listening.* 2. *Be as courteous to the reader as you wish people to be to you.*

(Assign to three pupils the three stories read so far. Have the stories read aloud while the rest of the group listen to determine the good points about each pupil's oral reading.)

Word Recognition Techniques

Auditory perception; Syllable division and accent. Many times just listening will tell you where to divide words into syllables. Say—(write *corner*) to yourself. How many syllables do you hear? Who can write the word by syllables and put in the accent? (Continue with *across, station, perhaps, children.*)

Integrating reading, writing, and spelling (review of long and short vowel sounds). If you wish to write the word *rug*, which of these vowels will you use? (Write *a, e, i, o, u, y.*) How many vowels will you use? Prove that you know by writing the word. Now mark the vowel to show that it is short. (Repeat with *net, land, ship, clock.*) If I write *company*, all but the last vowel, will someone add it for me and mark the vowel?

If you wish to write *change*, which vowels will you use? Prove that you know by writing the word. Mark the first vowel to show that it is long. (Continue with *feel, use, hope, time.*) Which vowel will you use to write *try*? How many vowels? Write *try* and mark the vowel.

If you wish to write *sail*, which of these vowel pairs will you use? (Write *ai, oa, ea.*) Prove that you know by writing the word. Mark the first vowel. (Continue with *read, paint.*)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 5, 6.
2. **Textfilm.** See Textfilm manual.
3. **Other suggested activities.** Have pupils find out at home or by writing to a passport office about the following steps in preparation for a trip abroad: 1. *Having passport picture taken;* 2. *Applying for a passport;* 3. *Inoculation for typhoid and smallpox;* 4. *Getting visas.*

4. **Tests.** Before beginning the next unit, give the informal tests on pages 7 and 8 of the Workbook. Pupils in superior groups should make perfect scores. A score of 1 is given for each blank filled correctly.

UNIT 4

The Land of Mountains (pages 22–25)

New Vocabulary

between	frozen	low	skate	swift-running	valleys
brooks	lakes	reach	slide	tumble	waterfalls

Initial Procedure

Introducing new words and meanings. Good readers, such as you are, cannot only get new words for yourselves, but I am sure you can write and spell many new words before you see them in print. Someone in our story is going to skate. *Skate* begins like sky. Who can write *skate* and mark the first vowel? (Repeat with *slide* and *swift*.) Use this letter (write *k*); write the word *lake*; then mark the first vowel. Something in the story grew so cold it *froze*. You will need this letter. (Write *z*.) Write the word and mark the vowel. Now make the word say *frozen*.

A brook is a —. Use one of these parts (write *oo*, *ow*) and write *brook*. Use the other part and write *low*, the word which means the opposite of *high*. Which of these vowel pairs will you use to write *reach*? (Write *ai*, *ea*, *oa*.) Write the word and mark the first vowel.

What does this word say? (Write *because*.) Who can write it by syllables? Now read these words as I write them by syllables. (Write *betwēen'*, then *tŭm'ble*.) Watch this word grow. (Write *all*; change to *fall*, then to *waterfall*.)

There is only one word you may not know the meaning of. (Write *valley*, then *văl'ley*.) We pronounce the word as if it were written— (Write *văl'î*, but erase as soon as word has been pronounced.) Your story helps you know what it means.

Silent Reading

Contents page. *Locating and gathering information.* Mr. and Mrs. Sanders have landed in Norway. As soon as you are ready with the

title of the next unit and have located the first story, be ready to tell what kind of country they saw when they landed.

Pages 21–25. *Gathering information from pictures.* How many things can you find out about Norway from the illustration on page 21? Locate Norway on the map on page 22. What country is north of Norway? (Emphasize that the top of a map is north.) How does the second picture prove that mountains in Norway are very high? What type of trees grows on the mountainsides? Do they grow on the mountaintops? What does that prove about the mountains? How does this picture explain the tumbling brooks on the next page? What seasons are shown in the illustrations on pages 24–25? Which would you enjoy the most? Why? What do you know about the things shown in the decorated page border? (Discuss butter and cheese tubs, etc.)

Gathering information; Getting word meaning from context; Skimming. Now read pages 22–25. Use the illustrations as you read to help the words give you a better picture of Norway. (When reading is completed, discuss at length the meaning of the word *valley*; have pupils read aloud the meaning given in text and have them check with glossary. Then write the word *Norway* on board and list under it all the descriptive details the pupils can remember. Skim the story for any omitted details.)

Exercising judgment; Drawing conclusions. We have found out many pleasant things about Norway. Can you think what some unpleasant things might be? As you think through the pleasant and unpleasant things, decide whether you think Norway would be a good place in which to live and why.

Oral Reading

Expressing mood of text. If someone will read page 25 aloud, I am sure we will not have to ask him whether he likes winter in Norway. We can tell by the feeling he puts in his voice. (Continue with the waterfalls, page 23; the mountains, page 22; etc.)

Word Recognition Techniques

Auditory perception; Syllable division and accent; Diacritical marks. Listen as you say—(Write *tumble*.) Who can write the word by syllables, put in the accent, and then mark the vowel in the first syllable? (Continue with *winter*, *minute*, *enjoy*.)

Integrating reading, writing, and spelling (adding *ing* to words ending in silent *e*). Watch what happens when I add *ing* to these words. (Write *ride, riding; dance, dancing; come, coming*. Erase all words.) If you have watched closely enough, you can write *slide* and also *sliding*. (Continue with *skate, race, tumble*.) When a word ends in silent *e*, what must you usually do before you add *ing*?

(Words beginning with *wr*). We found out in the word—(write *wrote*) that when *w* and *r* come together at the beginning of a word, the *w* is silent. When we write a letter, the word *write* begins like *wrote*. Write the word *write* and mark the long vowel. (Continue with the meaning and writing of *wring, wringer, wrap, wrist*.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings; homonyms). A valley is a—(write *low*) place between hills or mountains. Have you ever heard cattle—(indicate *low*)? What do they do?

(Write the following: *right, write; ring, wring; rap, wrap*.) Read and erase a word. Use it correctly in a sentence. (Give a sentence for each word. Have pupils write the word you used.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 9, 10.
2. Independent reading. *The New Through the Green Gate*, pages 29–36.
3. Textfilm. See Textfilm manual.
4. Other suggested activities. Read aloud to pupils chapter 1, "The New Spinning Woman," from *Sidsel Longskirt* by Hans Aanrud, published by The John C. Winston Company. For books suitable for the library table, see the bibliography on page 399. Have pupils begin an exhibit of things from Norway. Have someone who lived in Norway talk to the group. Have pupils make posters of Norway or begin a mural.

UNIT 5

The Coming of Spring (pages 26–30)

New Vocabulary

against	fight	Inger	Ola	Sarta
belonged	heels	kick	owed	seventeenth
bright	herdboys	Kita	pencil	throw

Initial Procedure

Initial preparation. (Have the following questions on the board: *What happens in Norway when cattle are let out of the barns in the spring? Can you explain why? If you were a farm boy, where would you spend the summer? How would you earn money? Do all farmers own mountain pastures?*)

Introducing new words and meanings. Some new characters are going to kick up their heels. *Kick* begins like *kitten* and ends like *back*. Who can write both *kick* and *heel* and mark the vowel you hear in each word to show whether it is long or short?

Many cows together make a herd. Use one of these parts (write *er*, *ow*) and write *herd*. Use the other and write *throw*. If someone loans you money, you—(write *owe*, underlining *ow*) money. Remember, these letters are silent. (Write *fight*, *bright* and indicate *gh*.) The words are —.

This word says—(Write *begun*, then *be gun'*.) So this word will say—(Write *belong*, then *be long'*.)

Watch these words grow. (Write *seven*, add *teen*, then *th*. Continue with *again*, *against*; *belong*, *belonged*; *pen*, *pencil*.)

We will hear about some new characters. One name will be—(Write *Inger*, then *Ing'er*.) Another will be—(Write *Ola*, then *O'la*.) This name—(write *Kita*) will sound like this. (Write *kē'ta*, but erase as soon as name has been pronounced.) And this one is—(Write *Sarta*, then *Sar'ta*.)

Silent and Oral Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located the new story, be ready to tell in what months of the year this story might take place.

Pages 26–30. Gathering information; Identifying characters through descriptive detail. Read the entire story. Be ready to answer the questions on the board and to read from your book to prove your answers. Then do page 11 in your Workbook. Good readers can do the Workbook page with their books closed; but if you are not yet good enough to do that, refer to your book.

(When Workbook page is done, discuss questions on board. Have pupils read aloud each sentence in the Workbook and the name they associated with each.)

Vocabulary Enrichment and Extension

Comparative forms of adjectives. (Choose three pupils of varying heights.) Mary is—(write *tall*), but Jane is *taller*. Write the word that tells what Jane is. John is the—. Write the word which tells about John. (Continue with *old*, *older*, *oldest*, etc.)

Word Recognition Techniques

Auditory perception; Syllable division and accent. Ears can tell us whether words have more than two syllables. Listen as you say—(Write *interest*.) Write it by syllables and put in the accent. (Continue with *remember*, *important*, *company*.)

Integrating reading, writing, and spelling (diacritical marks; syllable *ble*). If you learn to spell certain syllables, it will help you with many words. The second syllable in—(write *tŭm'ble*) is spelled—. You hear that syllable in *thimble*. Write *thimble* and mark the first vowel. (Continue with *tāble*, *stŭmble*, etc.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 12.
2. **Independent reading.** *The New Through the Green Gate*, pages 37-43.
3. **Other suggested activities.** Read to pupils chapter 2 from *Sidse Longskirt*, "Leaving Lookout Castle."

UNIT 6

Who Will Win the Fight? (pages 31-37)

New Vocabulary

battle	earn	frighten	led	stir
bellow	excitement	ground	loud	toss
cry	felt	hundred	path	yell
dead	flags	ideas	splendid	

Initial Procedure

Introducing new words and meanings. (Use techniques suggested in Units 4 and 5 for having pupils write the following words: *cry, felt, flag, ground, led, loud, stir.*)

A good thing to have is an—(Write *idea*, then *idē'a.*) You are getting to be—(write *splendid*, then *splēn'did*) readers. This word which rhymes with *cross* says—(write *toss*), and it means—. Someone in the story gives a—(Write *bellow*, then *bēl'low*. Check all four words with glossary.)

This word which rhymes with *bath* says—(Write *path*.) This word sometimes says *rēad* (write *read*), and sometimes—. Change the first letter and make it say *dead*. This word says—(Write *fright*.) Make it say *frighten*. A battle is always—(Write *exciting*.) Now the word says—(Erase *ing* and add *e*.) And now it says—(Add *ment*.) When you work for money, you—(write *earn*) it. The word sounds like this (write *urn*, but erase immediately), and it says—.

Silent and Oral Reading

Contents page. *Locating information; Exercising judgment.* As soon as you have located the new story, be ready to answer the question the title asks.

Pages 31-37. *Organizing a series of events in sequence; Oral recall.* Read the entire story; then do page 13 in your Workbook. (When Workbook page is completed, have sentences in each section read in correct order. Have the portion of the story which corresponds with each section retold.)

Word Recognition Techniques

Auditory perception; Syllable division and accent. Listen as you say—(Write *certainly*.) Who can write the word by syllables and put in the accent? (Repeat with *excitement*, *another*, *anything*.)

Integrating reading, writing, and spelling (syllable *tion*). Mr. Sanders worked in a railroad—(Write *sta'tion*.) If you learn to pronounce and spell this last syllable correctly, it will help you with many other words. Another name for a country is a *nation*. Who can write the word *nation*? (Repeat with *mention*, *notion*, etc. Review *table*, *tumble*, etc.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). (Write *oh*, *owe*; *one*, *won* on board.) Read and erase one of these words. Then use it correctly in a sentence. (Give a sentence using one of the words. Have pupils write the word you used.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 14.
2. Independent reading. *The New Through the Green Gate*, pages 44-51.
3. Other suggested activities. Read to pupils chapter 3 of *Sidse Longskirt*, "Letting Out the Cattle."

UNIT 7

Up to the Mountain Pasture (pages 38-43)

New Vocabulary

ahead	dew	kids	meet	seems	wide
bridge	drive	lay	need	waded	
calves	half	lead	preacher	welcome	

Initial Procedure

Initial preparation. (Have the following sentences on the board: *How many cows from other farms joined the herd from Longhide Farm? How far was the mountain pasture from Longhide? How far did the wagon road go? How far did Carl climb on foot? How far did*

Inger climb? How many times did Mother cross the brook? Prove that she did.)

Introducing new words and meanings. (Have the following phonetic words written as in previous units: *kid*, *need*, *drive*, *wide*, *wade*, *seem*, *meet*. Check meaning of *kid* with glossary.) Use one of these parts (write *ew*, *ay*) and write the word *dew* which means the dew we see on the grass. Use the other part and write *lay*. Use these vowels (write *ea*) and write *preach*. Who can change the word to *preacher*? What is another name for a preacher? Now write the word *lead*.

What sound will *g* have in this word and why? (Write *bridge*.) Pronounce it as if it were written—(Write *brij*, but erase immediately.) Very young cows are—(Write *calves*.) When you cut something into two equal parts, each part is one—(Write *half*.)

Silent Reading

Contents page. *Locating information*. (Use in usual way.)

Pages 38–43. We talked about the importance of remembering details. Read the entire story. Enjoy the pictures and the story. Then see if you have been a good enough reader to remember the details which tell the answers to the questions on the board. If you haven't been, go back to your story and find the answers. (Have sentences on board read and answered.)

Exercising judgment; Drawing conclusions. Why did the wagon road extend only a half mile up the mountain? In which country would it be easier to build roads, in Norway or in the United States? In which country would good roads cost more? Which animals do you think are the better climbers, goats or cows? Why?

Oral Reading

Descriptive paragraphs. I am sure the story made you feel how beautiful the Norwegian mountainsides must be. Find and read aloud a paragraph which proves that they are. (Have pupils find paragraphs where the travelers are gay and happy, weary and discouraged, encouraged by Father's arrival, etc.)

Word Recognition Techniques

Auditory perception; Syllable division and accent. (Write *splendid*, *meet*, *earn*, *toss*, *preacher*, *pasture*, *seventeen*, *Riverside*,

beautiful.) Read and erase all the one-syllable words. Read, then write, each two-syllable word by syllables. (Repeat with three-syllable words.)

Integrating reading, writing, and spelling (words beginning with *kn*). Your ears tell you that when a word begins with these letters (write *know* and underline *kn*) the *k* is—. Use what you know to help you get— (Write *knit*, *knob*, *knock*, *knife*, *kneel*; then erase and have pupils write the words.)

Vocabulary Enrichment and Extension

Suffixes *y* and *ful*. Very often when we add these syllables to words (write *ful*, *y*), they make the word to which they are added mean "full of." A rocky (write *rocky*) road is full of—. If you are—(write *hopeful*), you are _____ of hope. We call these syllables "suffixes." (Write *suffixes*.) Tell what each of these words means. (Write *wormy*, *helpful*, *sandy*, *windy*, *restful*.) How many syllables are there in each word? Remember, the suffix is a syllable.

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 15, 16.
2. Independent reading. *The New Through the Green Gate*, pages 52-61.
3. Other suggested activities. Read aloud chapter 4 from *Sidse Longskirt*, "In the Mountains."

UNIT 8

Carl, the Herdboy (pages 44-54)

New Vocabulary

ago	butter	empty	matter	rich	suddenly	tracks
already	cheese	hut	meadows	should	tears	waked
arm	closed	juicy	paid	slept	tinkle	worse
attention	Crooked	lost	pell-mell	stool	toward	wrong

Initial Procedure

Introducing new words and meanings. This word says—(write *would*), and now it says—(Change to *should*; then repeat with *twinkle*, *tinkle*.) The short sound of double *o* (write *crooked*, then *crōok'ed*) is the sound it has in *look*. So this word which means "not straight" is—.

This word which rhymes with *long* says—(Write *wrong*.) Is the *w* silent? Watch this word grow. (Write *řead*, change to *řeady*, then to *alřeady*.) Another name for a grassy field is a—(Write *meadow*, then *měad'ow*.) If you cannot find your way, you are—(Write *lost*.) The *c* in this word will be—. (Write *juice*.) For breakfast we sometimes have orange—. Something which is full of juice is—(Change to *juicy*.) When you walk in the direction of something, you walk—(write *toward*) it. This word sounds as if it were written—(Write *tō'erđ*, but erase immediately; then repeat with *worse*—*wurs*.) When you watch carefully, you pay—(Write *attention*, then *at tēn'tion*.)

Silent Reading

Contents page. Locating information. (Use in usual way.)

Pages 44–54. Picture interpretation; Associational reading. Some of the pictures today show the inside of a Norwegian house. How do these houses differ from our own?

Organizing a series of events in sequence. Read the entire story. Keep your mind on what happens first, what next, and so on. Then close your book and do page 17 in your Workbook. Do it without turning back to your book, but turn back if you need to do so. (Have sentences in each section read in sequence.)

Oral Reading

Locating information; Understanding main idea of a paragraph. On page 45 I find a paragraph which tells *where* the hut was. Who can find and read it aloud? On page 46 find and be ready to read the paragraph which tells *why* the herd went to the hut. (Continue until each important paragraph has been read aloud.)

Word Recognition Techniques

Auditory perception; Syllable division and accent. (Write *butter*, *matter*, *empty*, *attention*, *suddenly*, *juicy*, *should*, *worse*.) Read and erase the one-syllable words. Read each two-syllable word, write it by syllables. (Repeat with three-syllable words.)

Integrating reading, writing, and spelling (diacritical marks; phonetic words from story). Carl took the herd to the hut. Write the word *hut* and mark the vowel. (Repeat with *řich*, *clōse*, *wāke*, *slěpt*, *trāck*, *agō*, *pěll-měll*. Have the meanings of *hut* and *pell-mell* checked with glossary.)

Use one of these parts (write *oo*, *ar*) and write *arm*. Use the other and write *stool*. Use one of these vowel pairs (write *ai*, *ea*) and write *paid*.

Adding *er*, *est*, *y* to words ending in *e*. This word says—(Write *late*.) What you really do to make the word *later* is to drop the *e* (erase *e*) and add *er*. Will someone write the word *late* again? Now erase the *e* and add *est* to make the word say *latest*. (Repeat with *fine*, *safe*.) This word says—(Write *juice*.) Show us what must be done to change it to *juicy*. (Repeat with *stone*, *wave*.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). (Write *dew*, *do*; *heard*, *herd*; then dictate a sentence for each and have pupils write the word you used.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 18.
2. Independent reading. *The New Through the Green Gate*, pages 62-70.
3. Other suggested activities. Read aloud chapter 5 from *Sidse Longskirt*, "Taming Crookhorn."

UNIT 9

Market Day (pages 55-62)

New Vocabulary

agree	busy	instead	life	note	share
arrived	daydream	less	market	pointed	which

Initial Procedure

Introducing new words and meanings. Work keeps you busy. (Write *busy*.) The best way to remember the word *busy* is to learn to write and spell it. (Erase word and have it rewritten several times.) When you think the same as someone, you—(write *agree*, then *a grēe'*) with him. This word (write *arrive*, then *ar rīve'*) sounds as if it were written like this. (Write *a rīv'*, but erase immediately.) Check with your glossary to find out what *arrive* means. Now read this word. (Write *instead*, then *in stēad'*.) If a box of candy belongs to you and your sister, you want your—(Write *share*.)

Silent and Oral Reading

Contents page. *Locating information; Drawing inferences.* The new word in the title is—(Write *Mar'ket*.) As soon as you have located the new story, turn back and read paragraph 2 on page 39. Then be ready to tell what may happen on—(indicate *Market*) day.

Pages 55–62. *General significance of context.* Something very surprising is going to happen. Read the entire story as quickly as you can. Find out what happens.

Locating and gathering information. There is so much information hidden in this story that it will bear rereading. Turn to page 19 in your Workbooks. (Have directions read; have pupils find the page and paragraph which answers question 1 and then do the rest of the page independently as they reread the story. When Workbook page is completed, have the answer to each question read aloud; then have pupils prove by reading from the book that their answer is correct.)

Vocabulary Enrichment and Extension

Skimming; Locating descriptive words. If I see the word—(write *day*), I know what the word means. But if I see the words—(write *cold, rainy*), I have a much better idea of the kind of day it is. We call these words “descriptive words” because they describe or tell about the day. Turn to page 55. Who will be the first to find the words in paragraph 2 which tell about the days. About the baskets! (Continue in similar way.)

Word Recognition Techniques

Integrating reading, writing, and spelling (diacritical marks; phonetic words from story). Say the word *which* and be sure I hear the first sound. (Write *wh*.) Now finish the word. (Continue with writing of *life, nôte, lëss*, having the vowel marked in each.) Carl had a *daydream*. Use one of these vowel pairs (write *ai, ea, oa*) and write *dream*. Change the word to *daydream*. Check with the glossary to find out whether you really know the meaning. Use one of these parts (write *oi, ou, oo*) and write *point*.

(Silent *gh*). Remember, when you see these letters together in a word (write *ight*), the *i* is long and the *gh* silent. Use what you know to get—(Write *sight, flight, delight*; then erase.) Now write the word *bright*. (Repeat with *light, night*, etc.)

(Syllable *ten*). Listen carefully as I say the word *fasten*. (Write *fas'ten*.) How do you spell the last syllable? Do you notice that you spell the syllable *ten*, but the only sound you hear is—(write *n*)? Even though you hear only the sound of *n*, you must be sure to spell the syllable—. Use what you know and write *listen*. (Repeat with *mitten*, *kitten*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 20, 21, 22.
2. Independent reading. *The New Through the Green Gate*, pages 72-78.
3. Other suggested activities. Read aloud to pupils chapter 6 from *Sidsel Longskirt*, "Home from the Mountains."

UNIT 10

The Homeless Dog (pages 64-71)

New Vocabulary

angry	chase	Lapp	men	reindeer	stub
bark	June	master	month	small	wag
calf	Lapland	meat	Numpy	storm	

Initial Procedure

Initial preparation. (Have the following sentences in two groups on board.)

- _____The dog heard the reindeer herd.
- _____The Lapps discovered the tail-less dog.
- _____The dog looked down upon the mountain pasture.
- _____The dog followed the herd to camp.
- _____The dog started down the mountain.

- _____Numpy chased the reindeer calves.
- _____Numpy returned to his master.
- _____Numpy drove the reindeer from the water.
- _____One Lapp gave Numpy a bone and became his master.
- _____The master drove Numpy from camp.

Introducing new words and meanings. When you lose your temper, you are very—(Write *angry*, then *an'gry*.) The word sounds as

if it were written—(Write *āng'grī*, but erase as soon as word has been pronounced.) A baby cow is a—(write *calf*), and a group of young cows are—(Write *calves*.) September is the name of a—(Write *month*.) The name of another month is—(Write *June*.) In the word—(write *eight* and underline *ei*) the part says—. This animal is a—(Write *reindeer* and underline *ei*.) Someone in the story is called—(Write *Numpy*, then *Nūmp'y*.) This name has an important meaning.

Silent Reading

Contents page. *Locating information; Drawing inferences; Exercising judgment.* To what country will we travel next? As soon as you have read the title and located the first story in the unit, be ready to tell what is meant by—(Write *homeless*.)

Turn back to page 22. If you were to travel from Norway to Lapland, in what direction would you go? The top of a map is always what direction? Think over the kind of winter weather in Norway. What kind of winters will there be in Lapland and why?

Pages 63–71. *Gathering information from pictures; Associational reading; Exercising judgment.* Turn again to page 63; how many things can you find out about Lapps from the picture? Since Lapps have reindeer herds, from what might their boots be made? What other people do you know who make their moccasins and suits, of buckskin or reindeer hide? What other people used cradle bags like these?

(On page 65, have pupils identify churn and butter tub. On pages 66–67, have them identify the objects in the border decorations and discuss uses of the objects. On pages 68–69, have them discover that the tent is made of reindeer hide. Discuss the color of the costumes, the decorations, etc., and lead pupils to see that the meat cooking is probably reindeer meat. Discuss the difference between the stray dog and the Lapp dogs, and reasons for having dogs with a herd.)

Organizing a series of events in sequence; Oral recall. Read the entire story. Then close your books and be ready to number the sentences on the board in the order in which things happened in the story. (When sentences have been numbered correctly, have two pupils tell the two different parts of the story.)

Vocabulary Enrichment and Extension

Word concepts (word meanings from context). I told you this word (indicate *Numpy*) had an important meaning. What two

meanings did you find? Are these animals (indicate *calves*) always young cows? Tell me another name for a baby reindeer.

Descriptive words. How many words can you think of which describe Numpy? I can think of two. He was—(Write *brown*, *smooth-coated*.) Help me add to my list. What did he do to show that he was—(indicate *playful*)?

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent). Numpy found a master. Write *master* by syllables and put in the accent. (Repeat with *angry*, *reindeer*.)

(Phonetic words from story; diacritical marks). Numpy liked to eat meat. Write the word *meat* and mark the first vowel. (Continue with *stüb*, *wäg*, *měn*, *chāse*. Check *stub* with glossary.)

Division of words at end of lines. Turn to page 66. Find the word *mountain* in paragraph 2. *Mountain* is not a hyphenated word. When a printer is setting a line of type and discovers at the end of a line that all of the last word will not fit on the line, he divides that word into syllables, puts as many syllables as he can on the first line, and the rest of the syllables on the next. Check to see what he did with the word *breakfast* on page 9, paragraph 1. (Continue checking *America*, page 13; *running*, page 39; *followed*, page 49.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 23, 24.
2. Independent reading. *The New Through the Green Gate*, pages 79–87.
3. Textfilm. See Textfilm manual.
4. Other suggested activities. Have pupils make posters of Lapland, begin a mural, or continue the mural already begun for Norway. Have them make a picture map of Norway and Lapland similar to the one on page 22, adding thumbnail sketches of mountains, herds, etc. Read aloud to pupils chapters 1 and 2 from *In Reindeer Land* by Thora Thorsmark, published by Row, Peterson and Company. For suggested books for library, see bibliography, page 399.

UNIT II

Back to Lapland (pages 72-78)

New Vocabulary

beside Einar kill pens

Initial Procedure

Initial preparation. (Have the following questions on board: 1. *What hardships did the Lapps go through on the way back to Lapland?* 2. *What do you think was the meaning of the stone post on the mountainside?* 3. *In what ways are reindeer of use to Laplanders?* (food, clothing, shelter) 4. *What did Numpy do to make Mother dislike him?* 5. *Why was Einar sure that Numpy did not chase the calf?* 6. *Why were the other Lapps sure that finding the calf did not prove that Numpy did not chase her?*)

Introducing new word. The name of a new character will be— (Write *Einar*.) The name is pronounced as if it were written— (Write *Einar* and erase as soon as word has been pronounced.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Pages 72-78. *Gathering information; Exercising judgment; Drawing conclusions; Checking speed of silent reading.* Read the entire story to find out the interesting things which happen. Then close your book. Be ready to answer each question on the board. (Stress the idea that the answers to most of the questions are not directly told in the text, but pupils who think will have no trouble. Keep close check on the order in which pupils complete the silent reading. Call upon the most rapid readers to answer the questions. If any one of them is unable to do so, use the occasion to stress the idea that rapid reading is not always thoughtful reading: that to read too quickly may be wasting time instead of saving it.)

You have found out the importance of thinking as you read. Now turn to page 25 in the Workbook. This page tells some more interesting things about Lapps. Remember to read quickly, but thoughtfully. (When page is completed, have marked items and completed sentences read and discussed.)

Oral Reading

Locating information; Recognizing main ideas in paragraphs. There is one paragraph in our story today which deals entirely with the hardships on the return journey. The first one to locate it, may read it aloud. (Continue with *penning up the herd*, paragraph 2, page 74; *sorting out the herd*, paragraph 2, page 75; *dangers of grassy pastures*, paragraph 2, page 78.)

Word Recognition Techniques

Integrating reading, writing, and spelling (phonetic words from story; diacritical marks). The reindeer were put into a pen. Write the word *pen* and mark the vowel. (Have meaning checked with glossary; then continue with the writing of *beside* and *kill*.)

(Visual perception of difficult words). Take a good eye picture of each word and tell me what it says. (Write *busy*, *worse*, *sure*, *great*; then erase and have each word written several times.)

Forming plurals of words ending in *y*. Watch what I do to change the word *family* to *families*. (Write *family*, change *y* to *i*, pause, and then add *es*; repeat with *baby*, *lady*.) Make this word (write *puppy*) says *puppies*. (Repeat with *company*, *party*.) Before we add *es* to a word ending in *y*, we change the *y* to *i*.

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). There was an angry—(write *note*) in Father's voice. What does *note* mean in that sentence? In what other way can you use the word *note*? (note of music, short letter) The reindeer were in a—(Write *pen*.) Use this word and tell us what you could do if you also had some ink.

Prefixes *un* and *dis*. Sometimes we add a syllable at the beginning of a word. We call that syllable a "prefix." (Write *prefix*.) Sometimes you are—(Write *happy*.) Sometimes you are—(Add prefix *un*.) What does the prefix make the word mean? (Repeat with *lucky*, *unlucky*; *kind*, *unkind*. Then repeat procedure with *like*, *dislike*; *honest*, *dishonest*.) Remember that the prefixes—(write *un* and *dis*) often mean "not."

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 26.
2. Independent reading. *The New Through the Green Gate*, pages 88-95.

3. **Other suggested activities.** Read to pupils chapters 3 and 4 from *In Reindeer Land*.

UNIT 12

Off to the Mountains (pages 79–83)

New Vocabulary

become earth freeze frost gun yesterday

Initial Procedure

Initial preparation. (Have the following question on the board: *Of what crime did the Lapps accuse Numpy?*)

Introducing new words and meanings. Say the word—(write *cross*) and listen for the sound of the vowel. You hear that sound in these words also. (Write *toss, moss, lost*.) Today you will hear about some particles of ice called—(Write *frost*.) This word (write *earth*) sounds as if it were written—(Write *urth*, but erase as quickly as word is pronounced.)

Silent and Oral Reading

Contents page. *Locating information; Exercising judgment.* Summer is over, and the Lapps have returned to Lapland. What season comes next? And then what? Find out from the next story title where the Lapps are going. Where would it be warmer in autumn and winter, in the valleys at the foot of the mountains or on the mountain-tops? Then how do you explain the title?

Pages 79–83. *General significance of context.* This word in the question on the board (indicate *accuse*) sounds as if it were written—(Write a *kūz'*, but erase as quickly as word has been pronounced.) Who can read the question? Read your entire story to find out the answer. (Check to see how many pupils can read the story in 4½ minutes, but say nothing about timed reading. Discuss the seriousness of having a deer-killer among a herd.)

Locating and gathering information. There is a good deal of important information in this story. Turn to page 27 in your Workbook; then do what the directions tell you to do. (When page is completed, have each question and its answer read aloud. Then have the paragraph which proves that the answer is correct located and read aloud

also. Have our own short winter days compared to "the long night." Have pupils check their thinking about the reasons for going to the mountains in the winter.)

Predicting outcomes. (Have pupils decide what may happen to Numpy in the next story.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). Write *gun* and mark the vowel. Write *become* by syllables and put in the accent. (Repeat with *yesterday*.) Remember the vowel you need and write *frost*. The word *freeze* will need a double vowel and also a vowel on the end. Write *freeze* and mark the first vowel.

(Adding *er*, *est* to words ending in *y*). Watch what happens when we make—(write *early*) say—(Change to *earlier*.) Who could write *earliest*? (Repeat with *juicy*, *angry*, *happy*.) Remember that in many words ending in *y*, we change the *y* to *i* before we add *er* or *est*.

(Visual perception of difficult words.) Many words begin like this—(Write *ear*.) Use this beginning and finish the word *earn*. (Repeat with *earth*, *early*.) You will need these three letters in the word *learn*. Write *learn*. (Repeat with *search*, *heard*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 28, 29.
2. Independent reading. *The New Through the Green Gate*, pages 96–107.
3. Other suggested activities. Continue the reading of *In Reindeer Land*, chapters 5–9.

UNIT 13

Danger on the Mountain (pages 84–88)

New Vocabulary

danger howl king wolf

Initial Procedure

Initial preparation. (Have the following on the board: *What interesting thing might happen if you went to Lapland today? Wolves*

travel in _____. The leader of the pack is the _____. The king _____ to call the pack together.)

Introducing new word and its meaning. This word says—(Write *danger*, then *dān'ger*.) It means _____. Check with the glossary.

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have read the title and located the new story, be ready to explain what you think the title means. The animals you see on page 85 are—(write *wolves*), and each of them is a—(Write *wolf*.) Now do you think Numpy was responsible for the dead deer?

Pages 84–88. *General significance of context; Oral recall.* Read the entire story in order to answer the question on the board. Be ready to retell the story without omitting any important parts. (Have the sentences on the board completed to show what information the story gave about wolves. Check meaning of *howl* with glossary.)

Oral Reading

Audience reading; Listening. (Discuss again the standards given in Unit 3. Assign the four stories in this unit to four different pupils, and proceed as in Unit 3.)

Vocabulary Enrichment and Extension

Descriptive words; Skimming. Skim paragraph 3, page 84. Find the words which tell what kind of dog Einar thought Numpy was. Skim every paragraph on page 88. How many more words can you find which describe Numpy? (List words on board.) How many other words can you remember from the rest of the story? (*tail-less dog, calf-chaser*, etc.) Now who can erase two words which we found were not true? (*calf-chaser, good-for-nothing*)

Word Recognition Techniques

Integrating reading, writing, and spelling (review of vocabulary of unit). (Have pupils write the following words, marking the vowels only where they are distinctly long or short: *stūb, wāg, storm, smāll, mēn, chāse, pēn, kill, earth, gūn, bark, frēeze, frost, howl, kīng, mēat*. Have them recall the vowel used in *come* and then write *month*.)

Remember the part to use in *rein*; then write *reindeer* by syllables and put in the accent mark. (Continue with *become, beside, yesterday, master, angry, danger*.)

Plurals of words ending in *f*. Watch carefully what happens when I make the word—(write *calf*) mean more than one. (Change the *f* to *v*; pause; then add *es*. Repeat with *half*.) Make the word—(write *wolf*) say *wolves*. (Repeat with *shelf*, *shelves*; *elf*, *elves*.) In many words ending in *f* you must change the *f* to *v* and add *es* to make the word mean more than one.

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 30, 31.
2. **Tests.** Before beginning the next unit, give the informal tests on pages 32, 33, 34 of the Workbook. A score of 1 is given for each item marked correctly. Superior pupils should make perfect scores.

UNIT 14

Down an English Lane (pages 90–93)

New Vocabulary

bicycle	Hastings	lane	rent	straw	thatch
cottages	hedge	reason	shower	tarts	tiptoe

Initial Procedure

Introducing new words and meanings. This word says—(Write *Hāste*.) Now the word says—(Change to *Hastings*.) A small house is a—(Write *cottage*, then *cōt'tage*.) What sound will the *g* have in the second syllable and why? The word sounds as if it were written—(Write *kōt'ij*, but erase as quickly as word has been pronounced.) Check with the glossary and see whether I gave you the right meaning. Whatever you do, you should have a good—(Write *rēason*, then *rēd'son*.) The words sounds as if it were written—(Write *rē'zn*, but erase as quickly as word has been pronounced.)

Silent and Oral Reading

Contents page. *Locating information; Word meanings.* Our next unit will carry us to —. As soon as you have read the title of the first story and located the page, be ready to tell us what this word means. (Write *lāne*.)

Pages 90–93. *Picture clues; Drawing inferences; Skimming.* The ship you see in the map picture is coming from —. Who may be on

board? The last country we visited was Lapland. Why isn't the boat coming from there? (Bring out the fact that Mr. and Mrs. Sanders did not go to Lapland.) North on a map is at the top. What direction is always to the right? Then Norway must be in what direction from England? But if you travel from Norway to England, in what direction do you go? In what other way than by boat could you get from Norway to England?

Look for a moment at the picture on page 92. What do you see around the gardens? Skim the first paragraph for the word *hedge*. Check with the glossary to be sure you know what a hedge is.

Associational reading. This morning you will do a different kind of reading. As you read, I want you to compare England with your own country to find out what things are alike and what things are different. Therefore you need to read more slowly, use your pictures to help you, and think and compare as you go along. Find out from the story what—(write *thatch*) is. The word sounds as if it were written—(Write *thäch*, but erase immediately.) When you come to this word (write *tart*), check with the glossary. Now read to the end of page 93.

(Bring out through discussion the following facts: 1. *England is much smaller than the U.S.* Use map to prove that it is. 2. *The weather in England is rainier than in most places in the U.S.* Have section of story read aloud to prove this. 3. *The gardens differ in that grass is greener, flowers are bigger and brighter, and most gardens are enclosed with hedges.* 4. *Some villages in both countries have village greens.* 5. *In both countries people travel by bicycle.* 6. *Houses differ in that some houses in England are thatch-roofed and that houses in many English villages have no front yards.* Have portion of text read aloud which proves what thatch is. 7. *England is an older country as proved by the moss-covered bridges, the appearance of the houses, etc.* 8. *"Lanes" are not paths for cattle but are small country roads.* Have meaning checked with glossary. 9. *Village and street names differ.*)

Predicting outcomes. Have you any idea to whom the cakeshop may belong? Who may soon be knocking at the door?

Vocabulary Enrichment and Extension

Descriptive words; Skimming. Skim the last paragraph on page 90. Find the words which tell about the morning. The words which tell what a lane is! (Continue in similar way.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). Use one of these parts (write *ow*, *er*, *aw*, *ar*) and write *tart*. Use another and write *straw*. Use the last two parts and write *shower*. Write *lane* and mark the first vowel. *Rent*, and mark the vowel! Write *tip* and mark the vowel. *Toe*, and mark the first vowel! Now the word *tiptoe*!

Watch the word—(Write *bī'cycle*.) Why is the first *c* soft? Take a good eye picture before I erase the word. Who can write it? (Repeat with *cōl'tage*, *rēd'son*.) What letter besides an *e* is silent in this word? (Write *hedge*.) Say the word to yourself, and you will know. (Erase word.) Now write the word and be sure to put in the silent letters. (Repeat with *thatch*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 35, 36.
2. Independent reading. *The New Through the Green Gate*, pages 108–28.
3. Other suggested activities. Have pupils make a picture map of England and collect English pictures for bulletin board. Have someone who has been to England talk to group. Have pupils begin a collection of things made in England. Continue the making of posters and the mural. See bibliography on page 400, for suggested library-table books.

UNIT 15

Excitement in the Air (pages 94–97)

New Vocabulary

buns	direction	hoity-toity	lift	pies	teatime
Bus	gooseberry	kept	Mystery	shelf	

Initial Procedure

Introducing new words and meanings; Vocabulary review. This suffix, or syllable, often means "being." (Write *ment*.) When something—(write *exciting*) happens, it is sure to—(change to *excite*) you. When you are being excited, you are full of—(Write *excite*—

ment.) Did you notice that I did not drop the *e* (indicate second *e*) when I added the suffix?

If Grandmother is coming, you—(write *expect*) her. If she was to come yesterday, you—(add *ed*) her yesterday. But if she didn't tell you she was coming, she was—(Add prefix *un*.) What does the prefix *un* make the word mean?

If you remember how you pronounced the last syllable in *station*, you can get this word. (Write *direction*, then *dir'ec'tion*.) Check with the glossary to find out its meaning.

Something you do not see or do every day is—(Write *special*.) The word sounds as if it were written—(Write *spěsh'al*, but erase as soon as word is pronounced.) In today's story there will be a—(Write *mystery*, then *mys'ter y*.) The word sounds like this—(Write *mīs'ter ĭ*, but erase as soon as word has been pronounced.) What do you think a mystery is? Check with the glossary. Someone in the story says—(Write *boi'ty-toi'ty*, underlining each *oi*.) By the time you are through reading, maybe you can figure out the meaning for yourself.

One of those tarts or pies might be a—(write *berry*, then *ber'ry*) pie. The word sounds like this—(Write *běr'ĭ*, but erase as soon as word is pronounced.) If I want to write *berries*, what must I do to the *y* before I add *es*? Make the word say *berries*. This bird is a—(Write *gōōse*.) The mark over the double *o* means that the long sound of double *o* is the sound you hear in *soon* and *moon*. Sometimes the *s* in this word has its *z* sound. Then the word says —, and it is the name of a berry called the—(Write *berry* after *goose*.) What do gooseberries look like?

Silent Reading

Contents page. *Locating information; Drawing inferences.* Be ready to explain the title of the next story.

Pages 94–97. *General significance.* This is a story to read quickly. Find out what the—(indicate *mystery*) is. See if you were right about what caused the excitement. Be ready to prove by reading from the story whether we were right or wrong about the ones who owned the cakeshop. (Time silent reading. How many pupils finish in 4 minutes? Have pupils give their ideas about what a Mystery Bus may be.)

Following directions; Noting specific detail; Synonymous meanings. Turn to page 37 in your Workbook. Do what the directions tell you to do. You will have to reread parts of your story.

(When page is done, have words written on shelves read aloud. Discuss the meaning of meat pies and three-penny buns, having the word *bun* checked with glossary. Call attention to difference between English and American penny. Have each underlined word or phrase and its synonymous meaning read also.)

Word meanings. Have you decided what—(indicate *boity-toity*) means? ("Stop your nonsense," "Don't be silly," etc.) Miss May told the children not even to smell the tarts before—(Write *teatime*.) What do you know about teatime in England?

Oral Reading

Expressing mood of story. How did this story make you feel as you read it? How do people's voices sound when they are excited? Do they speak rapidly or slowly? (Have pupils choose the reader who they think might read the story most effectively. Have the rest of the group judge what made the reading effective.)

Vocabulary Enrichment and Extension

Associating story characters with real people; Exercising judgment. What things about Mrs. Best make you like her? Why do you think Mr. Sanders remembered her after all these years? Of whom does she remind you? Do you think she was right about not riding on the Mystery Bus? Why?

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary.) (Review the spelling of syllables *tion*, *ble*, *ten*; then have pupils write the following words by syllables, marking indicated vowels: *at tĕn'tion*, *di rĕc'tion*, *stā'tion*, *lĭs'ten*, *glĭs'ten*, *stā'ble*, *nō'ble*, *Bĭ'ble*.)

The sheep would lift their heads. Write the word *lift*. (Continue with *shelf*, *kept*, *pie*, *bun*, *bus*.) Use one of these vowel pairs (write *ea*, *oa*, *ai*) and write *tea*. Make it say *teatime*. (Continue with *berry*, *goose*, *gooseberry*.)

Plurals of words ending in *fe*. Mr. Sanders traveled with his—(Write *wife*.) Watch what must be done to make the word mean more than one. (Erase *fe*; add *v*; pause; then add *es*.) Who could make—(write *life*) say *lives*? (Repeat with *knife*, *knives*. Then review *shelf*, *shelves*; *wolf*, *wolves*, etc.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 38.
2. Independent reading. *The New Through the Green Gate*, pages 130-40.

UNIT 16

The Mystery Bus (pages 98-105)

New Vocabulary

apron	castle	honk	notice	sacks	tantalizing	us
below	flash	met	ordinary	Saturday	whistle	
candy	gathered	moors	rhyme	St. Ives	wives	

Initial Procedure

Introducing new words and meanings. This word says—(Write *gather* then *găth'er.*) Things which happen once in a while are special things. Things which happen every day are—(Write *ordinary*, then *or'di nar y.*) When Mother is working, she often wears an—(Write *apron*, then *ă'pron.*) In England you may often see a—(Write *castle*, then *cas'tle.*) The word sounds as if it were written this way—(Write *kas'l*, but erase immediately. Repeat with *whistle*. Have meanings of *gather*, *ordinary*, *quiet*, and *castle* checked with glossary.)

When you tease someone you—(write *tantalize*, then *tăn'ta lîze*) them. Since the word ends in *e*, what must I do before I add *ing*? (Write *tantalizing*, then *tăn'ta lîz ing.*) When you look at something, you—(write *notice*, then *nô'tice*) it. What sound will the *c* have? Why? The word says —. Check both *notice* and *tantalizing* with the glossary.

This word says—(Write *Săint.*) A short way to write *Saint* is—(Change to *St.*) In your story you will hear about a place called—(Add *Ives* to form *St. Ives.*) That name will be used in a—(Write *rhyme.*) This word sounds as if it were written—(Write *rîm*, but erase as quickly as word has been pronounced.)

Silent and Oral Reading

Contents page. *Locating information.* (Use in usual way.)

Pages 98-105. *Exercising judgment; Drawing conclusions.* There is a riddle in your story today. You may know the answer. If not, use

the picture and especially the road sign on page 104 and figure out the answer. Check the meaning of this word (write *kit*) with the glossary. (When reading is finished, take time for discussion of riddle and enjoyment of picture.)

Locating and gathering information. There is some important information in this story. Turn to page 39 in your Workbook, carry out the directions, and you will find this important information for yourselves. (Have answers to questions read aloud, also the sections of text which prove that the answers are correct.)

Skimming. Turn to page 101. The first one to find two sentences which tell why the tune was tantalizing may read them aloud. (Continue with page 103: *what the driver did with each town he came to; what he did when he stopped whistling*; page 105: *how many towns called St. Ives there are in England.*)

Vocabulary Enrichment and Extension

Word associations. To get up and eat my breakfast is an—(write *ordinary*) thing for me to do. Tell me some—(indicate *ordinary*) things you do. Tell me some things your little sister or brother, your dog, or even your mother or father do which are very—(Write *tantalizing*.) It is always a mystery to me to see a big airplane fly up into the air. What is a—(write *mystery*) to you?

Word Recognition Techniques

Use of terms "alphabet," "vowel," "consonant"; Adding *ed*, *ing*, *er*, *est*, and *y* to words ending in a consonant preceded by a vowel. Say the alphabet as I write it for you on the board. The special name for these letters (write *a, e, i, o, u*) is—. Sometimes—(add *y*) is a vowel also. All the other letters are called consonants. (Write *cōn'so nants*.) Look at the alphabet and tell me the names of the consonants as I write them for you. Remember—(add *y* to list) is sometimes a consonant, too.

Look carefully at the word—(Write *run*.) The last letter is a —. Just before the consonant you see a —. Watch what happens when I change *run* to *running*. (Repeat with *hop*, *hopped*; *sun*, *sunny*; *fat*, *fatter*; *hot*, *hottest*.)

Who can make—(write *wag*) say *wagging*? (Repeat with *stop*, *stopped*; *wet*, *wetter*; *thin*, *thinnest*; *fun*, *funny*. Then explain the rule about usually doubling the consonant before adding *ed*, *ing*, *er*, *est*, or *y* to words ending in a consonant preceded by a vowel.)

Integrating reading, writing, and spelling (syllable *tle*). In the word—(write *whis'tle*) the only sound you hear in the last syllable is—(Write *l*, but erase immediately.) But we spell the syllable —. (Erase *whis'tle*.) Write *whistle*. Use what you know and write *castle*. (Continue with *hustle*, *cattle*, *battle*, *thistle*.)

(Syllable division and accent; diacritical marks; new vocabulary). Use one of these parts (write *oo*, *ow*) and write *moor*. Mark the double vowel to show that it is short. (Repeat with *below*, having the long *o* marked.) How many syllables do you hear in *candy*? Write the word by syllables. (Continue with *gāth'er*, *ā'pron*, *Sāt'ur day*, *nō'tice*, *or'di nary*, *tān'talize*, *tān'talizing*, *flāsh*, *honk*, *sāck*, *mēt*, *ūs*. Have vowels marked as indicated. Check *sack* with glossary.) Who can write *wife*? Now change it to *wives*. Take a good eye picture of—(Write *rhyme*, erase, and have the word rewritten.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 40, 41.
2. Independent reading. *The New Through the Green Gate*, pages 141–47.

UNIT 17

On the Sands of St. Ives (pages 106–13)

New Vocabulary

above	blew	cliff	easel	gulls	portfolio	story	wings
artist	carts	curious	group	inn	scrape	whole	

Initial Procedure

Introducing new words and meanings. The sky is—(write *above*, then *a bove'*) you. This word sounds as if it were written—(Write *a būv'*, but erase immediately.) When you want to find out something, you are—(Write *curious*, then *cū'rī ous*.) Say the word as if it were written—(Write *kū'ri us*, but erase immediately.) This word (write *group*) sounds as if it were written—(Write *groōp*, but erase immediately.) Someone in today's story has a—(Write *portfolio*, then *port fō'li ō*.) Check with the glossary to find out what that is. Check also the meanings of *curious* and *group*. All of anything is the—

(Write *whole*.) Say this word as if it were written—(Write *hōl*, but erase immediately.) Use this word and tell us what would happen if you worked all day.

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have read the new story title, be ready to tell where St. Ives must be located and how you know.

Pages 106–13. *Exercising judgment; Drawing conclusions.* The travelers on the Mystery Bus meet someone at St. Ives. Read the story as quickly as you can. See if you can figure out the man's name. (Time the silent reading. How many finish in 7½ minutes? Have picture of Mr. Wells checked with page 16.)

Organizing a series of events in sequence. Now see whether you can do page 42 in your Workbooks without rereading the story. If not, reread the necessary parts.

Oral Reading

Audience reading. (When Workbook page is finished, have the sentences in each section read aloud in correct order; then have the portion of the story which corresponds with each section read aloud. Have the group judge the effectiveness of the oral reading according to the standards set in Unit 3.)

Word meanings from context. The town of St. Ives was on a —(Write *cliff*.) What is meant by a cliff? Check with the glossary to see if you are right. (Repeat with *inn*, *gulls*.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings; homonyms). The fishermen came home with the day's—(Write *catch*.) What do you mean by *catch*? In how many other ways can you use the word *catch*? (Repeat with *light*; gulls lighting upon water, etc.; *kit*: a kit of tools, a kitten.)

Read and erase one of these words; then use it correctly in a sentence. (Write *in*, *inn*; *blue*, *blew*; *hole*, *whole*. Give sentences using each word and have pupils write the word you used.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). In the word *story*, how many syllables do you hear? Watch as I write it by syllables.

(Write *stō'ry*; repeat procedure with *ēd'sel*, *art'ist*, *a bove'*, *cū'ri ous*, and *port fō'li o*. Erase words and have them rewritten by syllables. Have vowels that are distinctly long or short in accented syllables marked as indicated.)

Use one of these parts (write *ar*, *ew*) and write the word *cart*. Use the other and write *blew*, meaning the wind blew. There will be a double consonant on the end of *cliff*. Who can write the word? (Repeat with *gull*, *inn*.) Who can write *wing*? *Scrape*? Take a good eye picture of—(Write *group*, *whole*; erase.) Who can write both words?

(Words beginning in *qu*). You never see this letter (write *q*) unless this letter is right next to it. (Write *u* after *q*.) Together they say—(Write *kw*, but erase as soon as sound is given.) This word has one syllable and says—(Write *quīte*.) This word has two syllables and says—(Write *quī'et*.) In the one-syllable word, where does the *e* come? What does the word say? In the two-syllable word where does the *e* come? What does this word say? (Erase and have both words rewritten several times.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 43.
2. Independent reading. *The New Through the Green Gate*, pages 148–59.

UNIT 18

Danger on the Moor (pages 114–20)

New Vocabulary

chimney	dare	line	nose	stove	tin	tower	worry
collar	fog	mine	short	thick	touch	veil	

Initial Procedure

Introducing new words and meanings. This part (write *veil* and underline *ei*) helps you to know that the word says —. Check with the glossary for a good meaning for *veil*. If you are afraid to do something, you do not—(write *dare*) to do it. If you do not come home on time, Mother begins to—(Write *worry*, then *wor'ry*.) The word sounds as if it were written—(Write *wur'ī*, but erase immediate-

ly.) This word (write *touch*) sounds as if it were written—(Write *tũch*, but erase immediately.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located the new story, be ready to tell what may have happened to make the title true. (After several types of danger have been suggested, bring out the idea that reading to find out is a good way to verify or disprove our thinking.)

Pages 114–20. *Gathering information; Exercising judgment; Drawing conclusions.* Today's story calls for slower, more thoughtful reading. You will want to find out all you can about a—(write *fõg*) and a—(Write *mĩne*.) Remember that, as you read the entire story. Then close your books and do page 44 in your Workbook. The story did not give you the exact information you need to do that page, but readers who think can figure out the answers. (When Workbook page is completed, take plenty of time to discuss each item and to prove or disprove its truth.)

Oral Reading

Expressing mood of story. How do you think the travelers felt when they started for home on Sunday morning? How did they feel when the fog arose? When they were safely back in the cottage? When they climbed out of the bus and called good-by? (Have the four sections of the story read aloud: page 114 through paragraph 1, page 117; page 117, paragraph 2 through paragraph 4, page 119; page 119, paragraph 5 through paragraph 2, page 120; page 120, paragraph 3 to end of story. Have rest of group judge whether the reader really conveys through his voice the feeling of the story.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). What do you do when you—(write *lift*) something? In England an elevator is called a—(Indicate *lift*.) Why is that a good name? Use this word (write *mine*) and make it mean something which belongs to you. Now make it mean a place where we get coal or tin. (Repeat with *tin*, meaning a pan or a metal.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). How many syl-

lables do you hear in—(write *worry*)? Write the word by syllables and mark the last vowel. (Repeat with *chīm'ney*, *cōl'lar*, having vowels marked as indicated; then erase words and have them rewritten.)

Write the word *tin* and mark the vowel. (Repeat with *short*, *mīne*, *fōg*, *thick*, *dare*, *nōse*, *līne*, *stōve*.) Use one of these parts (write *ei*, *ow*, *er*) and write *veil*. Use the others and write *tower*. Don't forget this letter in—(Write *touch* and indicate *o*; then erase word and have it rewritten.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 45, 46.
2. Independent reading. *The New Through the Green Gate*, pages 160-64.
3. Other suggested activities. Use the words from the presentation unit (see pages 342-43 of the reader) as a diagnostic spelling test.

UNIT 19

Mystery and More Mystery (pages 122-25)

New Vocabulary

chatter	glow	oven	visitors
cheery	merry-makers	since	woman

Initial Procedure

Introducing new words and meanings. *S* has its *z* sound, so this word says—(Write *visit*, then *vīs'it*.) When you visit someone, you are a—(Write *visitor*, then *vīs'ī tor*.) When you are happy, you are—(Write *merry*, then *mēr'ry*.) If someone is sad, you try to—(write *cheer*) them up. Your voice will be full of cheer. So it will be—(Add *y* to *cheer*.) Maybe you will—(Write *chatter*, then *chăt'ter*.) Check with the glossary to see what that means.

Have you ever seen a fire—(write *glōw*)? The mark over the *o* tells you that the part has the sound it has in *show*. So the word says—. Check with the glossary and see what it means. In your stove you have an—(Write *oven*, then *ov'en*.) Pronounce it as if it were written—(Write *ūv'en*, but erase immediately.) In this word (write *since*) the *c* will have what sound? Why? Then the word says—. Don't forget that the travelers didn't get home until—(Write *evening*, then *ēve'ning*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have read the title of the next unit, decide who the visitors may be. When you have located the first story, be ready with some ideas as to the reason for such a title.

Pages 121–25. *Picture interpretation.* Look at page 121, the unit title page. Maybe there is mystery in the air, but there is also excitement. How can you tell? How many signs do you see in the picture which prove that this picture is about England?

Exercising judgment; Noting specific details. Today it is important for you to think as you read how the people in the story feel. Watch also for the words and phrases which give you a good mind picture of a certain room. When you are through reading, do page 47 in your Workbooks. Do it with your books closed. When you are through, check your spelling in the last four sentences with your book, but don't open your books until then.

(Have answers to the first three questions read aloud, emphasizing that more than one answer to each question might be right, but that the underlined word *best* makes only one right answer possible. Have underlined phrases read; then discuss the way in which the last four sentences explain the title.)

Oral Reading

Marks of punctuation. *Question mark; Exclamation mark.* (Discuss the way in which surprise is often shown by question and exclamation marks. Give examples. Have the group choose a reader and judge as he reads the story orally whether it is possible to tell from the reader's voice, without looking at a book, where the question and exclamation marks are.)

Vocabulary Enrichment and Extension

Review of the meanings of prefixes *un, dis*; suffixes *ful, y, ness, ly, less*. Add one of these suffixes (write *ful, y, ness, ly, less*) to the word—(write *cheer*) to make the word mean full of cheer. Change the suffix and again make the word mean full of cheer. Change the suffix and make the word mean gloomy or dark. Add a suffix to this word (write *kind*) and make it mean being kind. Add a suffix to this word (write *easy*) to make us know that you can do something in an easy way.

Now add one of these prefixes (write *un*, *dis*) to this word (write *easy*) and make us know that you feel worried. Add the other prefix to—(write *agree*) to make us know that you do not believe something.

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Write the following words on board, omitting syllable divisions, accents, and diacritical marks, which are given here for convenience of teacher: *vīs'it*, *vīs'i tor*, *cheer'y*, *mē'r'y*, *chāt'ter*, *ov'en*, *wom'an*, *ēve'ning*. Have pupils write the words by syllables, marking any vowels that are long or short in accented syllables. Erase and have words rewritten. Have the words *glow* and *since* written, calling attention to final *e* on *since*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 48.
2. Independent reading. *The New Through the Green Gate*, pages 165-81.

UNIT 20

The Whole Story (pages 126-38)

New Vocabulary

bit	farther	fix	forth	noise	pond	shade
breeze	fill	foolish	indeed	often	rosebush	shadows

Initial Procedure

Introducing new words and meanings. This word (write *bush*) sounds as if it were written—(Write *boōsh*, but erase immediately.) This suffix added to a word (write *ish*) means “like.” So if you act—(write *foolish*), you act like a—. Don’t forget that this word is—(write *listen*), that the last syllable is spelled—, but sounds as if it were written—(Write *n* and erase immediately.) In this word (write *often*, then *o’f’ten*) the *o* has the sound it has in *off*.⁶ Use what you know and get the word. Since the last syllable has the sound it has in *show*, this word says—(Write *shadow*, then *shād’ow*.) This word (write *fix*) sounds as if it were written—(Write *fiks*, but erase immediately.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* You may know who the strangers in the kitchen were, but they are still a mystery to Miss May. I believe she finds out all about them in the story today. Find out from the title why I think so.

Pages 126–38. *Organizing a series of events in sequence; Oral recall.* There is a good joke on Mrs. Best in today's story. Read the entire story. Then close your books and do the upper part of page 49 in your Workbooks. (Time the silent reading. How many are through reading in 12 minutes? Have the sentences in each section of Workbook page read in correct order. Have some pupil retell the story, using the numbered sentences as a guide. Have the rest of the group add details and judge the oral recall.)

Oral Reading

Locating information; Skimming. Find and be ready to read aloud the paragraph which tells why Mrs. Best went into the garden in the first place. The one which explains what she did when she first got there! The one which explains why she went to sleep! Three which describe the garden! (Etc.)

Vocabulary Enrichment and Extension

Descriptive words. (Write *Mrs. Best's Garden* on board.) Help me list all the things you might see in this lovely English garden. Help me list some things Mrs. Best heard. (chatter of the bird, the breeze, raindrops) What she felt! (the warm sun, the breeze, the rain) Check with the glossary the meaning of—(Write *loveliness, chuckle, breeze.*)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Write the following words on board, omitting syllable divisions and diacritical marks: *in'deed', rōse'bush, fōol'ish, often, shād'ow, far'ther.* Have words written by syllables and have accent mark added. Have any vowels marked that are long or short in accented syllables. Erase and have the words rewritten.)

Mrs. Best felt a bit foolish. Write *bit* and mark the vowel. (Continue with *pōnd, fīx, shāde, fīll.*) Use one of these parts (write *oo, oi*) and write *noise*. Put an *e* on the end.

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 49 (lower section), pages 50, 51, 52.
2. Independent reading. *The New Through the Green Gate*, pages 182-91.

UNIT 21

Tell Us What Happened (pages 139-41)

Excitement in the Cakeshop (pages 142-44)

New Vocabulary

fortunate

Monday

sent

Initial Procedure

Introducing new word and its meaning. When you have good luck, you have good—(Write *fortune*, then *for'tune*.) You are very—(Change to *fortunate*, *for'tu nate*.) The last syllable is pronounced as if it were written—(Write *nit*, but erase immediately.) Check to see what meaning the glossary gives.

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located the new story, be ready to tell who might have said what is told in the title.

Pages 139-41. I wonder if Miss May is as good a story reteller as you people are. Read to the end of the story. Then be ready with some details she may have forgotten. (Bring out the idea that the story says that Miss May didn't forget a thing. No doubt she didn't, but to repeat all she told would make the story uninteresting because the reader already knows all about it.)

Pages 142-44. *Picture clues.* Does the picture on page 142 explain the title? What do all the children seem to be doing? Have you any idea what the song might be?

Noting and recalling specific details. Read the entire story and watch for details. Then close your books and do the upper part of page 53 in your Workbooks. Answer all the questions you are sure about. Omit the others. Do not open your books. (Check to see how many questions

each pupil was able to answer.) Now open your books and find the answer to any question you may have missed; then check your spelling with your book. (Have the answer to each question read aloud.)

Oral Reading

Audience reading; Developing standards. (Assign the four stories in the unit to four pupils whose oral reading needs improvement. Have the oral reading judged by the standards set in Unit 3. Have the readers also judge the listeners.)

Vocabulary Enrichment and Extension

Prefix *re*. Miss May told the story once. Then she had to—(write *retell*) it. What do you do when you retell a story? The prefix *re* means “again.” Read these words. Tell what each one means. (Write *return*, *reread*, *recook*, *rejoin*, etc.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; new vocabulary). The children came to the shop on—(Write *Monday*.) Write the word by syllables. It was—(write *fortunate*) for them that Mrs. Best had stayed at home. Write this word by syllables also. (Erase and have words rewritten; also have the word *sent* written.)

(Syllable *ple*). Say the word—(Write *pēo'ple*.) What two sounds do you hear in the second syllable? What letter is silent? How is the syllable spelled? (Erase word.) Write *maple*, meaning a maple tree. (Repeat with *steeple*.)

Listen as I say—(Write *ăp'ple*.) How many sounds do you hear in the second syllable? What two letters are silent? But the syllable is still spelled—. (Erase word; then have pupils write such words as *cripple*, *ripple*, *topple*, *grapple*. Review *station*, *listen*, *tumble*, *whistle*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 53 (lower section), 54, 55.
2. **Other suggested activities.** Use words from absorption unit (see page 343) as a diagnostic spelling test.
3. **Tests.** Before beginning the next unit, give the informal tests on pages 56, 57, 58 of the Workbook. A score of 1 is given for each item marked correctly. Pupils should make a score of at least 6 on

page 56; 8 on page 58. Eight items should be included under each heading on page 57. Any item is counted correct if it tells something true about the country in question. Pupils should make a score of 24 on page 57.

UNIT 22

Sailboats and Wooden Shoes (pages 146-51)

New Vocabulary

bottom	cobblestone	float	masts	shut	sunset
clap	cupboard	loaves	room	smocks	wall

Initial Procedure

Introducing new word and its meaning. You go to the store for a—(write *loaf*) of bread. Who can make the word say *loaves*?

Silent Reading

Contents page. *Locating and gathering information.* Our new unit takes us to—. Who used to live there? We have heard about the gay-colored sails of the sailboats. As soon as you have located the new story, be ready to tell something else interesting about Brittany. In what other country do people wear wooden shoes?

Pages 145-51. *Gathering information from pictures.* Turn to the unit title page. How many things can you find out about Brittany from the picture? The loose coats of the men remind me of something Mother sometimes wears over her dress when she is working. Each coat looks like a—(Write *smock*). The tall pole to which the sail is fastened is called a—(Write *mast*.)

Find out from the map on page 146 two ways by which you might travel from England to Brittany. Which way would you enjoy, the boat or airplane trip? In what way are Brittany and English houses alike?

The Brittany name for wooden shoes is "sabots." (Write *sabots*.) Now can you read the sign over one door on page 147? Why is the sign there? The man in the doorway may not only make wooden shoes, he may—(write *cobble*, then *cōb'ble*) them. What would he do then? Under the feet of the man in the front of the picture, I see some rounded stones used for paving. They are—(Write *cobblestones*.)

How many things can you identify in the border decorations? Turn back and skim page 10. Find out how Fisherman Jack's boat looked. Find one like it on page 149. Find a net like his.

What is this in the picture on page 150? It may be a bed, but it looks like a—. The word *cupboard* looks like this. (Write *cupboard*, then *cup'board*.) A long time ago cupboards were boards on which to keep cups. So the word is spelled as if it were—(Indicate *cup*, then *board*.) But the way to say it is—(Write *küb'erd*, but erase immediately.)

Associating main ideas with paragraphs; Skimming; Exercising judgment. Before we begin to read, turn to page 59 in your Workbooks. (Have directions at top of page read aloud; then have pupils check the sample to see whether the indicated paragraph and the main idea agree. Have them read the entire story and then go back and complete the Workbook page. When page is completed, have pupils give all the information which a particular main idea recalls to them; then have the indicated paragraph read aloud to check the recall. Have the word for which the pupils skimmed read aloud. Then discuss why this word helped pupils to answer each question.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). The boats sailed to the fishing—(Write *grounds*.) What is meant by the word *grounds*? In what other way can you use the word *grounds*? (Continue with *yard*: a measure, or a lawn; *feet*: a measure, or feet to walk upon.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). How many syllables do you hear in—(write *cobblestone*)? Write the word by syllables and put in the accent. Mark the vowel in the accented syllable. (Repeat with *bōt'tom*, *cūp'board*, *sūn'set*; then have words erased and rewritten by pupils.)

Which of these vowel pairs (write *ai*, *ea*, *oa*) do you need to write *float*? Prove that you know by writing the word. Write *loaf*. Change it to *loaves*. (Continue with *clōp*, *mast*, *rōom*, *shūt*, *smōck*, *wall*, having the indicated vowels marked.)

En form of verbs. If you give something to your brother (write *give*), you have—(erase *e* from *give*; pause; then add *en*) it to him. Now the word says—. Remember, each syllable must have a vowel. Who can write *given* by syllables? (Repeat with *taken*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 60.
2. **Independent reading.** *After the Sun Sets* (Row, Peterson and Co.), pages 6-15. (Give help with the title *Aiken Drum*, also the words *beard*, *clothes*, *porridge* before reading is begun.)
3. **Textfilm.** See Textfilm manual.
4. **Other suggested activities.** Have pupils begin a picture map of Brittany. Have them make posters and continue the mural. Start a collection of things which came from France. For a list of library books see the bibliography on page 400.

UNIT 23

A Wise Idea (pages 152-57)

New Vocabulary

Ann	clothes	Fete	lobster	though	Yvon
blessed	Concarneau	hat	pass	tight	
chest	festival	held	priest	trousers	

Initial Procedure

Initial preparation. (Have the following questions on board:

1. *How did Yvon expect to earn his living when he was a man?*
2. *Why must he earn money now without waiting to grow up?*
3. *How did the clothes of Brittany children differ from ours?*
4. *What is Concarneau? How far is it from the village where Yvon lives? How will he get there?*
5. *What important thing will the priest do on the festival day?*
6. *Why did Yvon have to catch lobsters, not fish? How did he expect to do it?*

Introducing new words and meanings. In today's story there will be a boy called—(Write *Yvon*.) Pronounce it like this—(Write *ē vŏn'*, but erase as soon as name is pronounced.) The name of a place in the story is—(Repeat procedure with *Concarneau*, *kon kar nŏ'*.)

A special day like Christmas is a—(Write *festival*, then *fēs'tival*.) Check with the glossary to find the meaning. In Brittany people call a festival a—(Write *Fete*.) Pronounce the word—(Write *fât*, but erase immediately.) Christmas Day would be a—(indicate *festival*) day, or the—(indicate *Fete*) of Christmas. A very important person is the—(Follow usual procedure with *priest*, *prĕst*.)

In the border decorations in our book we saw a—(Write *lobster*, then *lōb'ster*.) Turn to page 156 for a better picture. (Discuss the change in color of boiled lobsters.)

Clothes in Brittany (write *clothes*), differ from ours. Watch these two letters—(Underline *th*.) The word ends in—(Underline *es*. Erase and have word rewritten several times.) This word (write *though*) is pronounced as though it were written—(write *thō*), but don't forget to add three more letters when you write the word (add *ugh* to *tho*) even—(indicate *though*) you do not hear them. (Erase and have word rewritten several times.)

Silent Reading

Contents page. *Locating information*. (Use in usual way.)

Pages 152-57. *Picture interpretation*. (Take time for enjoyment of picture on pages 152-53 and for identification of details.)

Gathering information. When we read about foreign countries, it is a good idea to read a little more slowly. We may come upon strange ways of doing things. We want to be sure we understand these strange ways. Remember that, as you read the entire story. Thoughtful readers will be able to answer each question on the board without again referring to their books. (Have questions fully discussed.)

Oral Reading

Recognizing main story divisions; Audience reading. Part of our story takes place—(Write *On the Shore*.) Count and see how many paragraphs tell what happened. Several other paragraphs tell what happened—(Write *In the Stone House*.) Count and see how many there are. A few paragraphs tell—(Write *What the Fete of the Blue Nets Is!*) How many paragraphs do that? (Assign the three parts of story to three pupils who need practice in oral reading. Have reading judged by standards set in Unit 3.)

Vocabulary Enrichment and Extension

Descriptive words. Help me list all the words you can think of which make Brittany different from Norway, Lapland, England, and our own country.

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary) Write *bat* and mark the vowel. (Continue with *chěst*, *hěld*, checking *chest* with

glossary.) Be sure to put two like letters on the end and write *bless*. Mark the vowel; then change the word to *blessed*. Two like letters end the word *pass*. Write *pass*. There are two silent letters in *tight* just as there are in *night*. Write *tight* and mark the vowel. Remember to use—(write *th*, *es*) and write the word *clothes*. Mark the first vowel. In—(write *priest*) which of these two letters comes first? (Underline *ie*; then erase and have word rewritten.)

Write this word by syllables (write *trousers*) and put in the accent. What sound does each *s* have in the second syllable? (Erase and have word rewritten; then continue with *lobster*, *festival*.)

(ough). In the word—(write *though*) you see these four letters (write *ough*), but the only one you hear is—. In the word—(write *enough*) we see the same four letters, but the word sounds as if it were written—(Write *e nŭf'*, but erase immediately.) In this word (write *tough*) the four letters have the sound they have in *enough*. So the word is—. (Repeat with *rough*.) The limb of a tree is a—(Write *bough*.) In this word you hear the part—(underline *ou*), and the last two letters are silent. So the word is—. (Erase all words.) Use these four letters (indicate *ough*) and write *though*. (Continue with *enough*, *rough*, *tough*, *bough*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 61, 62.
2. **Independent reading.** *After the Sun Sets*, pages 16-28. (Give help with the words *none*, *wheat*, *threshed*, *cloth*, *wear* before reading begins.)

UNIT 24

Important Work to Be Done (pages 158-62)

New Vocabulary

astonished	cone	hates	shape	strong
bait	crates	lad	sigh	trap
caught	drop	logs	slats	

Initial Procedure

Initial preparation. (Have the following questions on board:

1. *What do you see in stores which looks something like a lobster*

pot? 2. From what is a lobster pot made? 3. What is put in the middle of the pot? What is put into each end? 4. What shape are the nets? 5. What happens when the lobster smells the bait?)

Introducing new words and meanings. If you give someone a big surprise, you—(write *astonish*, then as *tôn' ish*) him. Check the meaning with your glossary. Remember the silent letters, and you know this word says—(Write *sigh*.) What do you do when you sigh? This word says—(write *long*), but now it says—(Change to *strong*.) And this word says—(write *dog*), but now it says—(Change to *log*.) In the word—(write *because* and underline *au*) the part says—. Use what you know and get this word. (Erase *because* and write *caught*.)

Silent Reading

Contents page. Locating information; Drawing inferences. As soon as you have read the title and located the new story, be ready to tell what you think someone may be doing in this story.

Pages 158–62. Noting specific details; Drawing inferences. Today Yvon starts his lobster pot. Be sure you read carefully enough to know exactly how he made it. There will be a big surprise in the story for those who are clever enough to figure it out. (After Fisherman Jack and the Marie of the story have been identified, have pupils decide why the sail on Fisherman Jack's boat is now red, not yellow. Discuss the making of a lobster pot, by having questions on board answered.)

Oral Reading

Exercising judgment; Drawing conclusions. Today we learned a great deal about—(Write *Yvon*.) What kind of fellow is he? Suppose we list some words and phrases which tell. (*hard-working, dreamy, one who sticks to his job*, etc.) What kind of person is—(Write *Fisherman Jack*; then list such words and phrases as *the best fisherman in Brittany, a man who liked boys, helpful, encouraging, a joker*, etc. Then have pupils read aloud those portions of story which prove each word or phrase to be true.)

Vocabulary Enrichment and Extension

Synonymous meanings. (Write *fortunate, foolish, smock, mast, cobblestone, chest, festival, astonished, hate, sigh, trousers, slats, bait, lad, crate*.) Read and erase the word which means a box for storing things. (Continue in similar way.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Use usual procedures for writing and spelling the following words: *log, trăp, slăt, erâte, shăpe, cône, lăd, hâte, dröp, sîgh, băit, strong, as tön'ish*. Have the meanings of *slat* and *bait* checked with glossary.)

(Letter groups: *auht*; review of *ough*). Remember, the sound of this part is—(Write *au*.) Remember the two silent letters and write *caught*. (Repeat with *taught*.) Write the four letters we use in *though, enough, rough, tough, and bough*. (Have each of the words written.)

(Syllable *dle*; review of *tion, ble, ple, tle, ten*). Say the word—(Write *căn'dle*.) What sounds do you hear in the last syllable? Which letter is silent? How is the last syllable spelled? (Erase word.) Use what you know and write *bundle*. (Repeat with *handle*.)

Listen as I say—(Write *fid'dle*.) How many sounds do you hear in the last syllable? What two letters are silent? How is the last syllable spelled? Write *middle*. (Continue with *puddle, riddle*. Review *station, often, tumble, apple, whistle*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 63, 64.
2. Independent reading. *After the Sun Sets*, pages 30-43. (Give help with the word *errand* before reading is begun.)

UNIT 25

Troubles (pages 163-72)

New Vocabulary

claw	gentleman	peg	skirt	soup	surface	torn
dry	heavy	sauce	slip	stall	swirling	
finally	imagine	serve	snails	stumbled	temper	

Initial Procedure

Introducing new words and meanings. When your work is finished, it is—(write *finally*, then *fi'nally*) done. What sound will *g* have in the first syllable of—(write *gentle*, then *gěn'tle*)? Now the word says—(Change to *gentleman*.) The top of the water is the—

(Write *surface*, then *sur'face*.) The second syllable sounds as if it were written—(Write *fis*, but erase immediately). So the word is—. When you throw a stick into the water, you may see the water—(Write *swirl*.) Check with the glossary to find out what water does when it is—(Add *ing* to *swirl*.) Check also the meanings of *finally* and *surface*.

When you make believe something is going to happen, you—(Write *imagine*, then *im äg'ine*.) The word sounds as if it were written—(Write *i mäj'in*, but erase as quickly as word is pronounced.) Check with the glossary to see whether *imagine* does mean "make believe." Do you like apple—(write *sauce*, underlining *au*)? What sound does the *c* have and why? Do you like—(write *soup*)? Say the word as if it were written—(Write *sōop*, but erase at once.) Something which is not light is—(Write *heavy* then *hēav'y*.) Say the word as if it were written—(Write *hēv'ī*, but erase at once.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located the next story, be ready to tell how Yvon's dreams came out.

Pages 163–72. *Reading for general significance; Timing silent reading.* This is a most interesting story. When it is over, Yvon thinks everything is a mystery. But I am sure you will know the answer. (Check to see how many pupils finish in 10 minutes. Then have the visitors identified.)

Locating and gathering information. There is a great deal of important information in this story also. Turn to page 65 in your Workbook. Follow directions and be sure to check your spelling with your book. (Have page and paragraph numbers and answers to questions read aloud. Be sure to have a picture of a snail.)

Oral Reading

Descriptive words; Character identification. Today we learn some more about Yvon, many things which make me believe that he is very much like you. On page 163 I find a paragraph which proves that he is—(Write *thoughtless*, *careless*.) The first one to find it may read it aloud. I find another which proves that he is—(Write *pouty*.) What do I mean by that? Read and prove that he is. Now find the part which proves that he can also be—(Write *careful*; then proceed in the same way with other pages.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). What do you do when you write a—(write *note*)? Note how I draw the sail on this boat. What does *note* mean in that sentence? The President of the United States is a person of note. What does *note* mean here? Your story said that Mother was—(Write a *noted cook*.) What does that mean? (Repeat with *stall*, meaning an enclosure, to stop.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Write the following words on board, omitting syllable divisions and diacritical marks; have pupils rewrite them by syllables, marking any long or short vowels in accented syllables; have words erased and rewritten: *sur'face*, *swirl'ing*, *hěav'y*, *fī'nal ly*, *im āg'ine*, *gě'n'tle man*, *stūm'ble*, *těm'per*. Have the following words written without help, and long and short vowels marked: *dry*, *slip*, *torn*, *peg*.)

Use one of these parts (write *ir*, *au*, *aw*, *er*) and write *skirt*. Use another part and write *claw*. Remember the soft *c* and write *sauce*. Write *serve*. Use one of these vowel pairs (write *oa*, *ea*, *ai*) and write *snail*. Use these letters (write *ou*) and write *soup*.

(Letter groups: *ought*; review of *aught*). In many words such as —(write *thought*) this letter group (write *ought*) has the sound —. (Erase *thought*.) Use these letters and write *thought*. (Continue with *bought*, *brought*, *fought*, *sought*.) Write the group of letters we must be sure to use in *caught*. Write the words *caught* and *taught*.

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 66, 67.
2. Independent reading. *After the Sun Sets*, pages 44–52.

UNIT 26

A Turn for the Better (pages 173–76)

New Vocabulary

August	decorated	mind	tickled
blouse	disappointment	spoil	vest

Initial Procedure

Introducing new words and meanings. Since this part says—(write *au*), this month is—(Write *August*, then *Au'gust*.) The mark over the vowel helps you to know that this word is—(Write *mind*.) When new paint is put on the walls of this room, we—(write *decorate*, then *děc'o rate*) the walls. If I promise to do something for you and forget to do it, I—(write *disappoint*, then *dis ap point'*) you. Since you are being *disappointed*, you are full of—(Add *ment* to both forms of word.) Check *decorate* and *disappointment* with the glossary.

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have read the title of the next story, be ready to tell what kind of luck Yvon will have and why you know.

Pages 173–76. *Identifying characters through descriptive details; Associating main ideas with paragraphs; Locating and gathering information.* This is a short story. Read it through once; then turn to page 68 in your Workbook, follow all directions, and finish the page. (Discuss each section fully.)

Oral Reading

Audience reading; Developing standards. (Assign the five stories in the unit to five pupils who need help in oral reading. Have oral reading and listening judged by standards set in Unit 3.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Write *disappointment*, *decorate*, on board. Have pupils write the words by syllables, put in the accents, and mark the short *e* in *decorate*. Then have words erased and rewritten without help.)

Use one of these parts (write *oi*, *ou*) and write *spoil*. Use the other and write *blouse*. Put an *e* on the end. Now write *vest* and *mind*.

(Syllable *le*). In the word—(write *tick'le*) what sound do you hear in the last syllable? What letter is silent? How is the last syllable spelled? (Have *tickle* erased and rewritten; then follow with *pickle*, *crackle*, *buckle*, *knuckle*, etc.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 69, 70.
2. Independent reading. *After the Sun Sets*, pages 54–68. (Give help with the meaning of *sickle* and *meal* before reading begins.)

UNIT 27

On the Road to Concarneau (pages 178–81)

New Vocabulary

boil	cloppety-clop	mingled	oil
book	fairy	island	sardines

Initial Procedure

Introducing new words and meanings. When you clop along in wooden shoes, the noise you make sounds like this. (Write *cloppety-clop*, then *clōp'pe ty-clop'*.) When you mix with a crowd of people, you —(Write *mingle*, then *mīn'gle*.) Say the word as if it were written—(Write *mīng'gl*, but erase immediately.) Check with the glossary to find a good meaning for *mingle*. Land with water all around it is an —(Write *island*, then *īs'land*.) Pronounce the word this way—(Write *ī'land*, and erase immediately.) But remember that the first syllable is spelled —. Certain small fish which we get in tins are—(Write *sardines*, then *sar dīnes'*.) Say the word as if it were written—(Write *sar dēnz'*. Erase immediately.)

Silent and Oral Reading

Contents page. *Locating information*. (Use in usual way.)

Pages 177–81. *Picture interpretation*. What signs of a festival do you see on page 177?

Gathering information. Read the entire story. Then open to page 71 in the Workbook and follow directions. (Have the underlined sen-

tences read aloud; then the sections of the text which prove that each underlined sentence is true. Have the first sentence proved by reading glossary definition.)

Vocabulary Enrichment and Extension

Descriptive words. You don't want to forget—(Write *Concarneau*.) Help me list words and phrases which give us a picture of the village. (*on an island, like a fairy castle, etc.*)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; new vocabulary). (Write *mingled, island, sardines, fairy*, and have pupils write each word by syllables. Erase words and have them rewritten without help.) Use one of these parts (write *oi, oo*) and write *boil* and *oil*. Use the other and write *book*.

(Syllable *gle*). In the word—(write *mīn'gle*) what letter in the second syllable is silent? How is the second syllable spelled? (Erase word; then have pupils write the following: *jingle, tangle, gargle, tingle*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 72.
2. **Independent reading.** *After the Sun Sets*, pages 70–81. (Give help with the meaning of *godmother, stepsisters, cinders, coach, princess* before reading is begun.)

UNIT 28

A Gay Festival Day (pages 182–92)

New Vocabulary

also	both	continued	lingered	rang
blow	chose	explain	Pierre	sister

Initial Procedure

Initial preparation. (Have the following question on board: *Where can he be?*)

Introducing new words and meanings. Someone you will meet today is called Pierre (pyër). (Write *Pierre* and have it pronounced

several times.) When you drag along behind someone with whom you are walking, you—(Write *linger*, then *lín'ger*.) Pronounce the word as if it were written—(Write *lín'ger*; then erase.) What do you do when you—(write *continue*, then *con tîn'ue*) to read? Your glossary will—(write *explain*, then *explāin'*) word meanings. (Have *linger*, *continue*, *explain* checked with glossary.) This word says—(Write *all*, then *so*.) What happens when the two words are put together? (Write *also*.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Pages 182–92. *Reading for general significance; Timing silent reading.* Today's story is a long but interesting one. When the story is over, several people in it cannot answer the question on the board, but I am sure you can. Read the entire story. (Time the silent reading. How many pupils finish in 10 minutes?)

Organization; Following events in sequence. If you have been fast but thoughtful readers, you can do page 74 in your Workbooks without again referring to your book. Check yourself. If you must refer to your book, what should you do the next time you read silently? (Have sentences read in correct sequence.)

Oral Reading

Audience reading; Developing ability to note main story divisions. (Have pupils note that pages 182–84 tell the part of the story which corresponds with the first group of sentences on Workbook page; pages 185–86 with group two; pages 187–90 with group three; 191–92 with group four. Assign the four sections to four different readers and have oral reading judged in usual way.)

Vocabulary Enrichment and Extension

Compound words; Skimming. (Have pupils skim each page of story for the compound words while you list such words on board. Have the meaning of *tiresome* checked with glossary. Then have pupils use each compound word in a sentence of their own.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Write *lín'ger*, *con tîn'ue*, *sís'ter*, *explāin'*, omitting syllable divisions and diacritical marks. Have pupils rewrite words by syllables. Erase words; have pupils rewrite them without help. Have vowels marked as indicated.)

Write the word *chose* and mark the vowel. You will need but one vowel for the word *both*. Write the word and mark the vowel. Write the word *ring*. Now change the vowel and make the word say *rang*. Remember the part you used in *show*, and write *blow*.

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 73, 75.
2. Independent reading. *After the Sun Sets*, pages 82–88.

UNIT 29

A Surprise for Pierre (pages 193–200)

New Vocabulary

break	glass	joy	meant	replied	slap	worth
breath	hatch	lose	quickly	ripples	taste	

Initial Procedure

Initial preparation. (Have the following phrases on the board: *in the meantime; in a fair way to lose his temper; serves you right; in the offing; wild with joy; a long-lost friend; a nice fix to be in; worry your head off; Easy, lad, easy.*)

Introducing new words and meanings. When you answer a question, you—(Write *reply*, then *re ply*’.) Who can make the word say *replied*? Check with glossary to see if I gave you the right meaning. If you drop something, it may—(Write *break*.) Pronounce the word as if it were written—(Write *brāk*, but erase immediately.) When you run fast, you get out of—(Write *breath*.) Pronounce this word as if it were written—(Write *brēth*; erase immediately.) You—write *lose* your breath. Pronounce this word as if it were—(Write *lōōz*; erase immediately.) I did not understand what John said to me. So I asked him what he—(Write *meant*.) Pronounce the word as if it were written—(Write *měnt*; erase immediately.)

Silent and Oral Reading

Contents page. *Locating information; Drawing inferences.* When you have read the title, explain what the surprise will be.

Pages 193–200. *Word meanings from context; Locating and gathering information.* As you read the story today, find out what these words mean. (Write *fish hatch, ripple*.) Be ready to tell what each

phrase on the board means also. Then do page 76 in your Workbook. (Have meaning of words and phrases fully discussed and have *ripple* and *fish hatch* checked with glossary. Use usual procedure with Workbook page.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings; homonyms). We decided that the opening in the deck through which the fish were thrown down into the hold of the boat was the—(Write *hatch*.) In what other ways can you use the word—(indicate *hatch*)? (Continue with *pass*, meaning to pass by; a free ticket; an underpass in a road.)

The surface of water may—(write *break*) into ripples, but you put your foot on the—(write *brake*) to stop a car. Erase the word which means “crack.” The one which tells something a bus has!

Word Recognition Techniques

Integrating reading, writing, and spelling (diacritical marks; new vocabulary). Write the word *slap* and mark the vowel. (Repeat with *taste*.) Use one of these parts (write *oy*, *or*) and write *joy*. Use the other and write *worth*. Write *catch*. Change it to *hatch*. You will need these letters to write three words from the story. (Write *ea*.) Use them and write *breath!* *Break!* *Meant!*

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 77.
2. **Independent reading.** *After the Sun Sets*, pages 90–101. (Give help with the meaning of the phrase “the mother spun flax,” and with the words *dwarf* and *scissors* before reading begins.)

UNIT 30

The Alarm Spreads (pages 201–4)

New Vocabulary

alarm search

Initial Procedure

Initial preparation. (Have the following sentences on board. Underscore the words that are in italics.)

Please *close* the door. Stand *close* to me.

Where does this road *lead*? I have a new *lead* pencil.

You may *use* my hammer. This nail is of no *use* to me.

This is a good book to *read*. I *read* it yesterday.

The *wind* is blowing. I must *wind* my watch.

Introducing new words and meanings. When you are very frightened, you are filled with—(Write *alarm*, then *a larm'*.) To look for something, is to—(Write *search*.) Pronounce the word as if it were written—(Write *surch*, but erase immediately.) This word says—(Write *read*.) Now it says—(Change to *spread*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* When we left Yvon, he was sailing home. But what about Mother? As soon as you have located the story, be ready to explain the title.

Pages 201–4. *Gathering information; Associational reading.* It is very important as you read, to think whether people in stories act like real people. Read the entire story; find out what happened to—(Write *Ann and Yvon, Mother and Fisherman Jack, Mr. Wells, Mr. and Mrs. Sanders.*) Then do page 78 in your Workbook. (Have Workbook page fully discussed.)

Oral Reading

Audience reading; Establishing standards. (Assign the four stories in the absorption unit to four pupils who need practice in oral reading. Have reading and listening judged by standards set in Unit 3.)

Vocabulary Enrichment and Extension

Word concepts (heteronyms). (Have each sentence on the board read orally. Have pupils discover that the sense of the sentence helps them pronounce words spelled the same but pronounced differently.)

Word Recognition Techniques

Integrating reading, writing, and spelling (diagnostic spelling test). (Use usual techniques for having pupils write *alarm* and *search*. In this or another period use the words from this absorption unit [see pages 343–44] as a diagnostic spelling test.)

Irregular verbs. These words say—(Write *begin, began, begun.*) Which one shall I add to this sentence? (Write *I _____ to read this*

book yesterday. Continue with *I have* ——— *it several times before.* Now *I will* ——— *it again.* Repeat procedure with *keep, kept, have kept.*)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 79.
2. **Tests.** Before beginning the next unit, give the informal tests on pages 80, 81, 82 of the Workbook. A score of 1 is given for each item marked correctly. These pupils should make perfect scores.

UNIT 31

The City of Bells (pages 206–9)

New Vocabulary

beats dies hang lies narrow oranges southern Spanish

Initial Procedure

Introducing new words and meanings. The direction shown by the top of a map is —. The direction shown by the bottom of a map is—(Write *south*.) The part of a country which is toward the south is the—(write *southern*) part. Pronounce this word as if it were written—(Write *sūth'ern*, but erase at once.) A boy or girl who lives in —(write *Spain*) is—(Write *Spanish*, then *Spān'ish*.) This fruit is an —(Write *orange*, then *ōr'ange*.) The word which means the opposite of *wide* is—(Write *narrow*, then *nā'r'ow*.)

In reading about Brittany, we found out that an opening in the shore into which the sea came was called an—(Write *inlet*.) Today you will hear about a sea which has land almost all around it. (Draw a rough sketch.) So it is called an—(Write *inland sea*.) Sometimes we cover the walls of our basements with a white covering which is not paint, but a mixture of a white powder, called lime, and water. We call this white covering—(Write *whitewash*.) Why is that a good name? The houses are—(Write *whitewashed*.)

Silent and Oral Reading

Contents page. *Locating information; Word associations.* The next unit takes us to —. What does the word *Spain* recall to your mind? As soon as you have located the first story, be ready to tell what mind picture it gives you.

Pages 206–9. *Following directions; Exercising judgment; Drawing conclusions; Gathering information.* Read the entire story. Then do pages 83 and 84 in your Workbooks. Do very thoughtful reading because the answers to some questions will not be found in the story. The pictures will help you get some answers. (Have each item thoroughly discussed. On page 84 have the portion of text which proves that a marked sentence is correct read aloud.)

Vocabulary Enrichment and Extension

Classification; Descriptive words. Suppose you were standing in the market place of the City of Bells in the early morning. What would you—(Write *Hear*; list such words and phrases as *organ music*, *silvery goatbells*, *donkey bells*, *bells of fishermen*, etc.) What might you—(Write *Smell*, then *Taste*, *See*, *Feel*.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Write *soŭth'ern*, *nă'rrow*, *Spăn'ish*, *ŏr'ange*, omitting syllable divisions and diacritical marks. Have pupils write each word by syllables and mark short and long vowels in accented syllables. Erase, and have words rewritten without help. Have *die*, *hang*, *lie* written, and long and short vowels marked without help.) Use one of these vowel pairs and write *beat*. (Write *ai*, *oa*, *ea*.)

(*ea*). Use these letters (write *ea*) and write *spread*. (Continue with *dead*, *ready*, *already*, *breath*, *break*.)

Irregular verbs. These words say—(Write *ride*, *rode*, *ridden*.) Tell me which word to use in each of these sentences. (Write *I have* ——— *a horse for a long time. I* ——— *one yesterday. I will* ——— *again today.* Repeat with *give*, *gave*, *given*.)

Supplementary Activities

1. **Independent reading.** *After the Sun Sets*, pages 102–12. (Give help with *daughters*, *married*, *eagle*, *palace*, *pearls*, before reading begins.)
2. **Other suggested activities.** Have pupils paint posters of Spain. Have them continue with the mural. Make a picture map of Spain; collect Spanish items for display table and Spanish pictures for bulletin board. Have someone who has been to Spain talk to

group. Begin reading to group some outstanding Spanish story such as *Toño Antonio* by Ruth Sawyer, published by the Viking Press. See page 400 for bibliography of library books.

UNIT 32

The Song of the Tree (pages 210-14)

New Vocabulary

comforting	guitars	instrument	lilting	sharp	tools	twittering
east	heart	Jose	Manuel	sunrise	trade	

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ He remembered the good news his father had told him.
- _____ Jose hopped out of bed at four o'clock.
- _____ He started to daydream about becoming an instrument maker.
- _____ He ran from the house to the faraway hills.
- _____ He named the tune "The Song of the Tree."
- _____ He fell asleep in the shade of the tree.
- _____ In his real dream he heard a lilting tune.
- _____ He awoke and remembered the tune.

Introducing new words and meanings. Someone in the story is called—(Write *Jose*.) Pronounce the name as if it were written—(Write *hō sā'*, but erase immediately.) Someone else is called—(Write *Manuel*, then *Măn ũ ěl'*.) Spanish people like to dance to the music of a—(Write *guitar*, then *guĭtar'*.) Pronounce the word as if it were written—(Write *gĭtar'*, but erase immediately.) If you are to dance to music, the music must have a—(Write *lilt*.) It must be—(Add *ing*.) Check *lilting* with the glossary. Sometimes when someone is sad, the music seems to—(write *comfort*, then *com'fort*) him. It is very—(Add *ing*.) Check *comforting* with the glossary. A guitar is a musical—(Write *instrument*, then *in'stru ment*.) What other musical instruments do you know? In early morning you can hear the birds—(Write *twitter*, then *twit'ter*.) What do they do when they—(indicate *twitter*)? Pronounce this word (write *heart*) as if it were written—(Write *hart*, but erase immediately.)

Silent and Oral Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have read the title and located the next story, be ready with some ideas about what the title might mean.

Pages 210–14. *Following events in sequence; Oral recall; Locating and gathering information.* Read the entire story. Be ready to number the sentences on the board in the order in which things happened. Be ready to retell the story, using the sentences as a guide. Then follow directions and do page 85 in your Workbook. (Use usual procedure with Workbook page.)

Vocabulary Enrichment and Extension

Word meanings; Descriptive words. Jose ran through—(Write *byways*.) From your reading what do you think a byway is? He was also going to learn a—(Write *trade*.) What does *trade* mean?

Words can help us to—(Write *See–Hear–Feel–Smell*.) Skim paragraph 1 on page 213. What could Jose feel? (warmth of sun) What could he smell? How many things could he hear? Now skim paragraph 4, page 211. What could he see?

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Write *guitar, instrument, comforting, twittering, lilting*. Have pupils rewrite each word by syllables, marking any vowels that are long or short in accented syllables. Erase words; have them rewritten without help. Have *sunrise, tools, trade, sharp* written without help.) Use these vowels (write *ea*) and write *east*.

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 86, 87.
2. Independent reading. *After the Sun Sets*, pages 114–26.

UNIT 33

In the Shop of Manuel (pages 215–19)

New Vocabulary

beg	finished	hidden	melody	pluck	sunshine
different	glue	Juan	Pedro	strings	sweet-smelling

Initial Procedure

Initial preparation. (Have the following sentences on board: *Whenever a guitar was finished, made from beginning to end by the master's own hands, something happened which Jose could never forget. Then, as if it were something he had grown to love in the long days he had worked upon it, the master would take the guitar carefully in his hands. Often, when they heard the melody, they came to buy.*)

Introducing new words and meanings. This Spanish name is *Juan* (hwan). (Write name and have it pronounced several times.) Pronounce this name (write *Pedro*) as if it were written—(Write *pā'drō*, but erase immediately.) Be ready to read each of these words. (Write *melody*, *mē'lō dy*; *pluck*, *plūck*; *finish*, *fīn'ish*; *different*, *dīf'fer ent*.) Now check with the glossary for the meaning of each one. In making a guitar, you must use—(write *glue*) to fasten the pieces of wood in the case together.

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Pages 215–19. *Reading for general significance.* Jose was delighted at the thought of being an instrument maker. Read the entire story and find out how he feels after a few weeks in the shop. Write a word which tells, on a slip of paper.

Skimming for desired information; Exercising judgment; Organizing events in sequence. Turn to page 88 in the Workbook and follow directions. The answers to all the questions are not directly told in the story, but thoughtful readers can figure them out. (When Workbook page is done, have words on slips of paper read aloud, also the specific details listed under section 1 of Workbook page. In section 2 discuss the idea that opinions may differ, but still be right. Have section 3 discussed, and the sentences in section 4 read in correct sequence.)

Oral Reading

Interpreting commas. Commas help by dividing long sentences into sections, thus making it easier for us to read them. When a sentence is divided into sections, it is easier to understand the meaning. Look carefully at the first sentence on the board. The first comma tells us where the first section ends. Read as I swing my hand under it. (Keep on in similar fashion, have the entire sentence read by several

children, and call attention to the way the commas ease reading and make the meaning more clear. Continue with other sentences.)

Vocabulary Enrichment and Extension

Descriptive words. How many words can you think of which describe—(Write *Juan* and *Pedro*.) They call Jose many names. How many can you remember? Are any of the names true?

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Have the following words written without help and vowels marked as indicated: *bēg*, *glue*, *swēet*, *string*, *plūck*. Write the following words: *finish*, *melody*, *sunshine*, *different*, *hidden*. Have pupils rewrite the words by syllables, marking long and short vowels in accented syllables. Have words erased and rewritten without help.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 89.
2. Independent reading. *After the Sun Sets*, pages 127–40.

UNIT 34

A Song for a Guitar (pages 220–23)

New Vocabulary

pipe

Initial Procedure

Initial preparation. (Have the following sentences on board: *Because he was alone in the shop, with no one to make fun of him, he was strangely happy. Jose, through with his work, stood looking down at the guitar. The master, Pedro, and Juan, all had gone.*)

Silent and Oral Reading

Contents page. *Locating information.* (Use in usual way.)

Pages 220–23. *Word meanings from context; Locating and gathering information.* Read the entire story. As you read, think what these words mean in the story—(Write *pipe*, *key*.) Then do page 90 in your Workbook. (When Workbook page is done, and meanings of

words, *pipe*, a musical instrument; *key*, a tone in music, have been discussed, have the meaning of *pipe* checked with the picture on page 237. Use usual procedure with Workbook page.)

Use of commas in sentence interpretation. (Have the sentences on board read aloud as in previous unit. Have pupils skim for sentences in which commas appear and read such sentences aloud.)

Locating desired information. In part of this story Jose is having a daydream. He imagines he is somewhere besides in the shop of Manuel. Skim to find where the daydream begins and ends. Be ready to read the dream aloud.

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Jose blew a—(write *pipe*) to call his goats together. In what other way can you use the word *pipe*? (water pipe, pipe to smoke, a high voice, etc. Repeat with *mind*, meaning to tend, to obey, brain or intelligence.)

Review of prefixes *un*, *dis*, *re*. This word says—(Write *pleasant*.) Add a syllable or prefix to the beginning of the word to make it mean not pleasant. (Continue with *honest*, *dishonest*; *write*, *rewrite*, etc.)

Word Recognition Techniques

Irregular verbs. (Use techniques from previous units with *grow*, *grew*, *grown*; *buy*, *bought*, *have bought*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 91.
2. **Independent reading.** *After the Sun Sets*, pages 141–56. (Give help with the words *Brier* and *spindle* before reading begins.)

UNIT 35

At Work in the Old Shop (pages 224–27)

New Vocabulary

became	disappear	hummed	part	size
cut	fit	load	secret	

Initial Procedure

Introducing new words and meanings. Sometimes in the sky an airplane will suddenly—(Write *appear*, then *ap pear'*.) Before long it will—(Add syllable *dis*.) Check with the glossary for the meaning of

disappear and—(Write *secret*, then *sé'cret*.) When you do not know the words of a song, you may still—(write *hūm*) the tune. Make the word say *hummed*.

Silent Reading

Contents page. Locating information. (Use in usual way.)

Pages 224–27. Predicting outcomes. The story tells about a—(indicate *secret*), but it does not tell what the secret is. You may be able to figure it out for yourself. (Time the silent reading. How many pupils finish in 3½ minutes? How many pupils have imagination enough to suspect that Jose may be thinking up words to go with “The Song of the Tree” and also making a guitar?)

Associating main ideas with paragraphs; Locating and gathering information. Do page 92 in your Workbook. (Use the main ideas listed, for oral recall of story. Have answers to questions read aloud.)

Oral Reading

Marks of punctuation. (Discuss again the purpose of periods, question marks, exclamation marks, and commas. Have each pupil choose the paragraph he likes best and read it aloud to show how marks of punctuation make reading easier and meaning clearer.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word (write *pluck*) to let us know that you are brave. Use it to tell what you may do to flowers. Use it as it was used in the story. (Repeat with *hatch*, meaning to hatch out of a shell, a fish hatch, to scheme.)

Descriptive words and phrases; Skimming. Juan and Pedro are still calling names. Skim page 225 for two more names they call Jose. Does either name fit Jose? Skim page 224 for the phrase which tells how a guitar out of tune may sound.

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Use the usual techniques for the writing and spelling of *be căme'*, *cūt*, *dis ap pear'*, *fīt*, *hūm' med*, *lōad*, *part*, *sé'cret*, *size*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 93.
2. **Independent reading.** *After the Sun Sets*, pages 157–66 (Give help with *youngest*, *raven*, *salmon*, *bridle* before reading begins.)

UNIT 36

A Song and a Guitar (pages 228–36)

New Vocabulary

Antonio	choose	guide	knife	sailors	won
bang	forward	handled	Madrid	stretch	

Initial Procedure

Initial preparation. (Have the following question on board: *What had Jose become by the time he was a man?*)

Introducing new words and meanings. A new character in the story today is—(Write *Antonio*, then *An tō'ni o.*) A city in Spain is—(Write *Madrid*, then *Ma drīd'.*) Pronounce this word (write *guide*) as if it were written—(Write *gīd*, but erase immediately.) What do you think a guide is? Check with the glossary and see if you are right. Check this word also—(Write *chōōse.*)

Silent Reading

Contents page. *Locating information; Drawing inferences.* What did we decide yesterday that Jose's secret might be? What does the title of the next story suggest to you?

Pages 228–36. *General significance of context; Timed silent reading.* Read the entire story. Then be ready to answer the question on the board. (How many finish reading in 8½ minutes?)

Checking ability to gather information, exercise judgment, and draw conclusions. You were fast silent readers, but were you good silent readers? If you were, you can do page 95 in your Workbook without again reading the story. If you can't do any one of the questions, turn again to your story. (Have the marked answers thoroughly discussed, calling first upon those pupils who did not feel the need for rereading the story.)

Oral Reading

Audience reading. (Assign the six stories in the unit to six different pupils. Have oral reading and listening judged according to standards set in Unit 3.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). Fair weather (write *fair*) means—. You may also go to a county—(Indicate *fair*.) But on a bus you pay

a—(Write *fare*.) You—(write *sail*) a boat, but a store has a—(Write *sale*.) Jose—(write *won*, then *one*) prize. Read and erase one of the words, then use it correctly in a sentence of your own.

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). In the word—(write *stretch*) which letter is silent? (Continue with *chōose*, *bǎng*, *knife*, *guide*, *won*, calling attention to the *e* on the end of *choose*, the vowel in *won*, the *kn* and the *gu* in *knife* and *guide*. Erase; have words rewritten, and vowels marked as indicated. Write the words *sāil'or*, *for'ward*, *hǎn'dle*, omitting syllable divisions and diacritical marks; have pupils rewrite them by syllables. Erase and have words rewritten without help. Have indicated vowels marked in accented syllables.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 94, 96.
2. Independent reading. *After the Sun Sets*, pages 167-73. (Give help with the word *sword* before reading begins.)

UNIT 37

Little Dogs (pages 238-49)

New Vocabulary

adios	coffee	fault	Madre's	sad-looking	turkeys
bare	confusion	harbor	match	save	
Carlos	doubt	lips	Rosita	sight	

Initial Procedure

Introducing new words and meanings. In Spanish, *adios* (write word) means good-by. (Have all Spanish words pronounced several times.) The word for Mother is *Madre*. (Write *Madre*, then *Ma'dre*.) Someone in the story is—(Write *Carlos*, then *Car'lōs*.) And a certain animal is called—(Write *Rosita*, then *Rō s'i'ta*.) Pronounce the animal's name as if it were—(Write *rō zē'ta*.)

This word says—(Write *harbor*, then *har'bor*.) When you are not sure of something, you are in—(Write *doubt*.) Pronounce the word as if the *b* were not there, and you know it says —. If you loiter on the way to school and then are late, it is all your—(Write *fault*, under-

lining *au*.) If you all talk at once, you will—(write *confuse*, then *confuse'*) me. The room will be in—(Change *confuse'* to *confusion*.) Check the meaning with your glossary. (Check also *harbor* and *doubt*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* The new unit title is —. Have you any idea why it might be about a birthday candle, not candles? Have you any idea what might be meant by the first story title?

Pages 238–42. *Picture interpretation.* (Take time for discussion of pictures before silent reading is begun.)

Locating and gathering information. Page 97 in your Workbook will help you understand your story more easily. Read to the bottom of page 242. Use your Workbook page as you go along. (Have each answer read aloud and discussed. Have story title explained.)

Pages 243–49. *Following events in sequence.* Now finish the story. Then do page 98 in your Workbook. (When Workbook page is completed, have sentences in each section read in correct sequence, and each completed sentence read aloud.)

Oral Reading

Audience reading. (Have three pupils read the sections of text which correspond with the three groups of sentences in the Workbook, page 98. Judge reading according to usual standards.)

Vocabulary Enrichment and Extension

Skimming; Descriptive phrases. Skim page 238. Find the phrase which means a very little boy. The phrase which tells about the goats! The phrase which explains what little dogs are! (Etc.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Write the following words on the board: *coffee*, *confusion*, *harbor*, *turkey*. Have pupils write each word by syllables and place accent. Have words erased and rewritten without help. Have *lips*, *sād*, and *sāve* written without help and have vowels marked.)

Use one of these parts (write *ou*, *au*) and write *fault*. Use the other, and write *doubt*. Remember the silent *b*. Write *catch*. Change it to

match. What silent letter must you be sure to put in *catch* and *match*? Think of the word *night*. Now write *sight*. What are the silent letters? Write *care*. Change it to *bare*.

Irregular verbs. (Repeat techniques from previous units with *buy*, *bought*, *have bought*; *take*, *took*, *have taken*.)

Supplementary Activity

Independent reading. *After the Sun Sets*, pages 174-84.

UNIT 38

An Idea of One's Own (pages 250-53)

New Vocabulary

frolic popped

Initial Procedure

Introducing new words and meanings. This word says—(Write *frolic*, then *frôl'ic*.) Check with the glossary to find out what it means. When something bobs up in a hurry, it comes up with a—(Write *pôp*.) Make the word say *popped*.

Silent and Oral Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have read the title and located the new story, be ready to tell who you think has what the title tells about.

Pages 250-53. *Reading for general significance of context; Locating and gathering information.* When we left Carlos, he was very unhappy. Read the story quickly and find out how he feels when the story is over. Then do page 99 in your Workbook. (When page is done, discuss the feelings of Carlos; then write the name *Carlos* and have pupils suggest words and phrases which tell the kind of boy he was. Have the answers to each Workbook question read aloud, also the paragraph which proves their correctness.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Pedro was going to—(write *lie*) on the hilltops. Use the word and make it mean something

very different. (Repeat with different meanings for *chatter*, *notice*, and *long*.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Use usual procedure with *frolic* and *pop*, *popped*.)

Vowels in accented syllables. Say each word as I write it by syllables. (Write *at ten tion*, *con tin ue*, *twit ter ing*, *chim ney*.) Mark the accented syllable in each word. Notice that the vowel in each accented syllable comes in the middle of the syllable. (Indicate each such vowel.) Mark the vowel to show whether it is long or short. When there is but one vowel in an accented syllable and the vowel comes in the middle, the vowel generally has its short sound. (Repeat procedure with *ar rive*, *rea son*, *in deed*, *rose bush*, having pupils see that when there are two vowels in an accented syllable, the first vowel is generally long.)

Supplementary Activity

Independent reading. *After the Sun Sets*, pages 186-200. (Give help with the word *sugar* before reading begins.)

UNIT 39

Carlos, the Guide (pages 254-68)

New Vocabulary

act	bear	built	cups	jar	Leandro	stage
added	beauty	Christmas	fortune	kneeling	piles	
amusing	board	court	hours	large	sparkled	

Initial Procedure

Introducing new words and meanings. When you take part in a play, you—(Write *act*.) This day is—(Write *Christmas*.) Pronounce it this way. (Write *kris'mas*, but erase immediately.) This word says—(Write *bare*.) We use it when we talk about something which is not covered, such as bare feet. This word also says—(Write *bear*.) We use it when we talk about something we cannot stand or endure. We might say that we cannot *bear* a headache any longer. This word says—

(Write *our*.) We use it when we talk about something which belongs to us. This word also says—(Write *hour*.) When you talk about an hour of time, be sure to spell the word this way.

Good luck means good—(Write *fortune*, then *for'tune*.) You know what this word means. (Write *built*.) Pronounce it this way. (Write *bilt*, but erase immediately.) Since this word says—(write *beautiful*), this word says—(Write *beauty*, then *beau'ty*.) This Spanish name is—(Write *Leandro*, then *Le añ'dro*.) In Spain, houses are often built around a garden. (Make a quick sketch to show idea of *courtyard*.) Then the garden is called a—(*court*). Pronounce it this way. (Write *kōrt*, but erase immediately.) If something is funny, it will—(write *amuse*, then *a mūse'*) you. You will find it—(Write *amusing*.) Check the meaning with your glossary.

Silent Reading

Contents page. *Locating information; Drawing inferences.* Does the new title give you an idea about the wise idea that popped into the head of Carlos? For whom do you think he will be a guide?

Pages 254–68. *Word meaning from context; Timed silent reading.* Read the entire story to find another meaning for the word—(Write *adios*.) (How many pupils can read the story in 14 minutes?)

Locating and gathering information; Associating main ideas with paragraph; Multiple meanings. Do pages 100 and 102 in your Workbook. (Follow usual procedure with Workbook pages.)

Oral Reading

Audience reading; Establishing standards. (Assign the three stories in the unit to three pupils who need practice in oral reading. In this or another period, have the stories read aloud and judged according to the standards set in Unit 3.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). (Write *our*, *hour*, *bare*, *bear* on board.) Read and erase one of these words; then use it correctly in a sentence. (When all words are erased, use each word in a different sentence and have pupils write the word you used.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Have pupils

write the following words without help, marking any vowels that are long or short: *ăct, knēel, stăge, cŭp, jar, pile, large, ădd*. Write the following words, omitting syllable divisions and diacritical marks; have pupils rewrite words by syllables, marking any vowels that are long or short in accented syllables: *spar'kle, beau'ty, for'tune, Chrĭst'mas, a mŭs'ing*. Have words erased; then rewritten without help.)

Use one of these vowel pairs (write *oa, ea*) and write *board*. Don't forget this letter in *built*. (Write word and indicate *u*; use similar technique with *b* in *hour, u* in *court*; then erase and have words rewritten without help.)

Vowels in accented syllables. Write the word *remember*. Rewrite it by syllables and put in the accent. Where is the vowel in the accented syllable? Mark the vowel to tell whether it is long or short. What do you know about one vowel in the middle of an accented syllable? (Repeat with *Spanish, traveler, perhaps*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 101, 103.
2. Other suggested activities. Use the words of this absorption unit (see page 344) as a diagnostic spelling test.
3. Tests. Before beginning the next unit, give the informal tests on pages 104, 105, 106 of the Workbook. A score of 1 is given for each item marked correctly. Pupils in superior groups should make perfect scores.

UNIT 40

The Land of the Desert (pages 270-73)

New Vocabulary

Africa	brick	dates	goatskin	palm
blazing	caravan	flocks	heat	shepherd

Initial Procedure

Introducing new words and meanings. Our new unit takes us to—(Write *Africa*, then *Af'ri ca*, and have North Africa located on a map.) This is the land of the—(write *desert*, then *dĕs'ert*) where you might see camels walking in a—(Write *caravan*, then *că'r'a van*.) Check with the glossary to find out what a caravan is. You might also see

a—(Write *shepherd*, then *shěp'herd*.) The word is pronounced as if it were written—(Write *shěp'er*d, but erase immediately.) The trees on the desert are palm (write *palm*) trees. Some of these trees are—(write *dāte*) palm trees. Have you ever eaten dates? Sometimes a fire will—(Write *blāze*.) Change the word to *blazing*. Check with the glossary for a good meaning for *shepherd* and *blazing*.

Silent and Oral Reading

Contents page. *Locating information.* (Use in usual way.)

Pages 269–73. *Picture clues.* Turn back to the unit title page. There is a big surprise for you in the picture. Who said he would never ride a camel? Who *is* riding the camel?

Locating and gathering information. Today you need to read more slowly. As you read, compare Africa with your own country and do page 108 in your Workbook. (When page is done, have answers to questions, and the text which proves each answer, read aloud. Supply information about an oasis, the reason for flat-roofed houses.)

Vocabulary Enrichment and Extension

Descriptive phrases; Classification. (List on board such titles as: *The Desert; Villages; A Market Place; An Oasis; A Caravan*. Have pupils suggest phrases to be listed under each heading.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Have pupils write the following words, marking the long and short vowels: *brick, date, flock, blaze, blazing, goat, skin, goatskin, beat*. Write *shepherd, caravan, and Africa* on the board. Have pupils rewrite each word by syllables, put in accent, and mark long and short vowels in accented syllables. Have words erased and rewritten.)

(Syllable *kle*). In the word—(write *spar'kle*) what letter in the last syllable is silent? How is the last syllable spelled? (Erase word.) Use what you know and write *tinkle*. (Repeat with *twinkle, ankle*; then review *tion* and *ten* in *direction, listen*, etc.)

Vowels in accented syllables. This word says—(Write *confu sion*.) Who will put in the accent and mark the vowel in the accented syllable? Where does the vowel in the accented syllable come? (Repeat with *reply, portfolio, notice, bicycle*, each time directing attention to the fact that the vowel on the end of the accented syllable is long.)

Remember that generally, but not always, a vowel on the end of an accented syllable is long.

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 107.
2. Independent reading. *After the Sun Sets*, pages 201-12.
3. Other suggested activities. Have pupils collect pictures of Africa for the bulletin board. Have them continue making posters and completing the mural. For list of books for use on library table, see bibliography on page 400.
4. Textfilm. See Textfilm manual.

UNIT 4I

Spanish Sunshine (pages 274-79)

New Vocabulary

ashamed	difference	husband	offended	simply
cool	either	miserable	senses	weather

Initial Procedure

Introducing new words and meanings. This word says—(Write *shāme*.) Sometimes you feel—(Change to *a shāmed'*.) If two things are—(write *dif'fer ent*), you notice the—(Change to *dif'fer ence*.) Where is the vowel in the accented syllable? What sound does it have? Pronounce this word (write *either*, then *ēi'ther*); then check with the glossary for a good meaning. When you have a very bad cold, you feel—(Write *miserable*, then *mīs'er a ble*.) The *s* in the first syllable has the *z* sound, and the word says—. You may feel—(write *simply*, then *sim'ply*) terrible.

We all hope we have good—(Write *sēnse*.) When we do silly things, we act as if we had lost our—(Change to *senses* and then write *sēns'es*.) Today we have pleasant—(Write *weather*, then *wēath'er*) Pronounce the word as if it were written—(Write *wēth'er*, but erase immediately.) If you do something unkind to someone, you may—(write *offend*, then *of fēnd'*) him. Pronounce the word as if it were written—(Write *o fēnd'* and erase immediately.) Check with the glossary to find out what we mean by being—(Add syllable *ed*.)

Silent and Oral Reading

Contents page. *Locating information.* (Use in usual way.)

Pages 274–79. *Associational reading; Exercising judgment.* As you read the story today, think how each person in the story feels and acts. Then judge whether your father or mother might have acted in the same way. (When silent reading is completed, write *Mr. Sanders* on board and have pupils suggest words which describe his feelings, such as *cross*, *unreasonable*, *irritable*, *uncomfortable*, etc. Repeat with *Mrs. Sanders* and *Mr. Wells*. Have the story read aloud to show the difference in feelings of the different characters.)

Vocabulary Enrichment and Extension

Phrase meaning. Mr. Sanders had—(write *passed the stage*) where he could see anything funny. What do you think that means? (Repeat with *In short*) he was cross.

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Proceed as in previous units with *a shāmed'*, *cōol*, *dīf'fer ence*, *ēi'ther*, *hūs'band*, *mīs'er able*, *of fēnd'ed*, *sěns'es*, *sim'ply*, *wěath'er*.)

Vowels in accented syllables. Write this word by syllables and put in the accent; then mark the vowel in the accented syllable. (Write *station*.) (Continue with *idea*, *curious*, *baby*, *quiet*.) A vowel on the end of an accented syllable, is generally—.

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 109, 110.
2. **Independent reading.** *After the Sun Sets*, pages 214–29. (Give help with the meaning of *Midsummer Night* and *coat of mail* before reading begins.)

UNIT 42

I Won't! Yes, I Will! (pages 280-89)

New Vocabulary

dozen	during	hump	settled	woolly
drew	forgive	least	shaggy	young

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ Mr. Sanders, on shipboard, sees a camel on shore.
- _____ Mrs. Sanders and Mr. Wells leave the ship.
- _____ Mr. Sanders recalls his home in Friendly Village.
- _____ The camel gives Mr. Sanders a wise idea.
- _____ Mr. Wells discovers a friend in the camel market.
- _____ Mr. Sanders lands in Africa only to have the camel walk back through the gate.
- _____ Mr. Sanders goes to the camel market.
- _____ Mr. Sanders discovers his wife and Mr. Wells at the rug market.

Introducing new words and meanings. Twelve things are a— (Write *dozen*, then *doz'en*.) Pronounce the word as if it were written— (Write *düz'n*, but erase at once.) Something which happens in the daytime, happens— (write *during*, then *dür'ing*) the day. What do you do when you— (write *settle*, then *sět'tle*) down in a chair? If you do not brush your dog's coat, it will look— (Write *shaggy*, then *shäg'gy*.) Check with the glossary to find out what that means. Since sheep are covered with— (write *wool*), they look— (Add syllable *ly*.) Pronounce this word (write *young*) as if it were written— (write *yüng*, and erase at once).

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located the new story, tell who might have said the words in the title. What may happen in the story?

Pages 280-89. *Exercising judgment; Drawing conclusions; Predicting outcomes.* At the end of today's story, Mr. Wells draws two pictures.

Figure out what he will do with them and what may happen then. (Time silent reading. How many pupils are through in 9½ minutes? Discuss the idea that the pictures, shown to the camelsellers, will lead them to believe that Mr. Sanders wants to buy a camel. Have pupils speculate on what may happen then.)

Organizing events in sequence; Oral recall. Now number the sentences on the board in the order in which things happened. Using these sentences to guide us, retell the story.

Oral Reading

Expressing mood of story. When Mr. Sanders first saw that camel, he was—. (Wait for suggestion *surprised* and write word on board.) When he thought of the mischief-makers in Friendly Village, he was—. (Add such a word as *amused*; then continue in similar way, adding such words as *excited*, *hurt*, *offended*, *clever*, *disappointed*, *suspicious*, etc.; as the story advances.) Now suppose we have the parts of the story which correspond with the numbered sentences on the board read aloud. Can you show by your voices how Mr. Sanders feels in each part?

Vocabulary Enrichment and Extension

Phrase meanings. (Discuss, as in the previous unit, the meaning of the italicized phrases: It was unfortunate, *to say the least*. He had not *counted on* the camel.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Use usual techniques with the following words: *doz'en*, *drew*, *dūr'ing*, *for g'ive'*, *hūmp* [check with glossary], *lēast*, *sēt'tled*, *shāg'gy*, *wōol'ly*.)

(Visual perception of difficult words). This word says—(Write *young*.) What silent letter must you be sure to put in when you write the word? (Continue with the *u* in *build*, *built*, *building*; the *h* in *honest* and *hour*, the *u* in *guide* and *guess*. Then erase and have words rewritten without help.)

Vowels in accented syllables. Write this word by syllables. (Write *interest*.) Now place the accent, and mark the vowel in the accented syllable. Where does the vowel in the accented syllable come? Is it long or short? (Repeat with *uncle*, *every*.) A vowel on the beginning of an accented syllable usually is—.

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 111, 112, 113.
2. Independent reading, *After the Sun Sets*, pages 230-44.

UNIT 43

A Camel or a Ride (pages 290-300)

New Vocabulary

able	bite	draw	nonsense	promise
adventures	cactus	insisted	nor	sake
Ali	case	neither	plenty	teeth

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ Mr. Wells saves Mr. Sanders from the camelsellers.
- _____ The camelsellers drag Mr. Sanders back to the market place.
- _____ Mr. Wells shows his pictures to the camelsellers as Mr. Sanders walks away.
- _____ Mr. Wells discovers that the camelsellers are about to hurt Mr. Sanders.
- _____ All but one camelseller walk angrily away.
- _____ Mr. Sanders makes a bad promise.
- _____ Mr. Wells draws more pictures.
- _____ The last camelseller saddles the white camel.
- _____ A branch of cactus makes the camel sit down.
- _____ Mr. Sanders makes the white camel rise.
- _____ Mr. Wells draws a picture of Mr. Sanders.
- _____ Mr. Sanders sits in the camel saddle.
- _____ The travelers stop in a coffee shop.

Introducing new words and meanings. When something exciting and unexpected happens to you, you have an—(Write *adventure*, then *ad vĕn'ture*.) If your mother is determined that you shall do something, she will—(write *insist*, then *in sĭst'*) that you do it. Another name for foolishness is—(Write *nonsense*, then *nŏn'sense*.) This word says—(Write *plenty*, then *plĕn'ty*.) Check—(indicate *adventure*, *nonsense*, *plenty*) with the glossary. If you remember this word (write *either*),

you know that this word says—(Change to *neither*.) A plant that grows on the desert is the—(Write *cactus*, then *căc'tus*; have a picture to show.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Recall what you thought the pictures Mr. Wells was drawing might mean. Can you explain the title of the new story?

Pages 290–300. *Organizing events in sequence; Timed silent reading.* Read as quickly as you can. Find out where Mr. Sanders is when the story is over, and what he is doing. (How many pupils finish the silent reading in 11 minutes? Have the sentences on the board numbered in correct sequence; then have the story retold, using the sentences as a guide.)

Oral Reading

Audience reading; Establishing standards. (Assign the four unit stories to four pupils. Proceed as in similar units.)

Vocabulary Enrichment and Extension

Hyphenated words. Use this word in a sentence to describe something in the story. (Write *white-walled*; then continue with *half-closed*, *shaggy-coated*, *long-legged*, *woolly-headed*, etc.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Use the usual procedure with *bîte*, *câse*, *draw*, *nor*, *sâke*, *tēeth*. Write the following words by syllables, but omit accents and diacritical marks: *ad vĕn'ture*, *ă'ble*, *in sîst'ed*, *căc'tus*, *nĕi'ther*, *nŏn'sense*, *prŏm'ise*, *plĕn'ty*. Have pupils place accent and mark the vowels in the accented syllables. Call attention to the placement of the vowel; have words rewritten without help.)

Vowels in accented syllables. This word says—(Write *confusion*.) Rewrite the word by syllables and put in the accent; then mark the vowel in the accented syllable. A vowel on the end of an accented syllable is generally—. (Repeat techniques with *battle*, *interest*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 114, 115, 116.
2. Independent reading. *After the Sun Sets*, pages 246-62.

UNIT 44

Ali, the Wise (pages 302–15)

New Vocabulary

allow	child	gold	judge	nine	son	those	whom
brave	custom	Hassan	march	pay	spite	toothless	yet
chief	eager	journey	merchants	robbers	stolen	trust	

Initial Procedure

Introducing new words and meanings. Write the word *brave*. (Continue with *march*, *nine*, *spite*, *those*, *stole*, *stolen*, *who*, *whom*, *trust*, *yet*.) Use one of these parts (write *ay*, *oo*) and write *pay*. Use the other and write *tooth*. This word says—(Write *old*.) Make it say *gold*. Use just one vowel and write *child*.

It is the—(write *custom*, then *cūs'tom*) to begin school at nine o'clock. Check the meaning with the glossary. (Use similar procedure with *ēd'ger*, *mer'chant*, *swēet'meats*, *under tāke'*.)

Pronounce this word (write *allow*, then *al low'*) as if it were written—(Write a *lou'*, but erase at once.) Pronounce—(write *journey*, then *jour'ney*) as if it were written—(Write *jur'nī*, but erase at once.) (Repeat techniques with *judge*—*jūj* and *chief*—*chēf*.) Check all four words with glossary.

This word says—(write *sun*) and means—. When you talk about a father and his son, we write the word this way. (Write *son*.) Someone in today's story is called Hassan (*ha san'*). (Write *Has san'*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Since Ali had a white camel, can you explain one of the words in the title of the new story?

Page 301. *Gathering information from pictures.* Where do palm trees grow on the desert? Then these Arabs have made camp on an—. (Have goatskin water bag identified.)

Pages 302–5. *Locating and gathering information.* Read to the bottom of page 305; then do page 117 in your Workbook. (Have the answer to each question read aloud.)

Pages 306–10. *Classifying; Exercising judgment; Locating and gathering information.* Does Ali succeed in buying the camel? Read

to the bottom of page 310; then do page 118 in the Workbook. (Have answers to each item on Workbook page read and discussed.)

Pages 311–15. *Locating and gathering information.* Will Ali find a caravan with which he can travel? Finish the story. Then do page 119 in the Workbook. (Discuss finished page in usual way.)

Oral Reading

Audience reading; Establishing standards. (Assign the three sections of the story [pages 302–5, 306–10, 311–15] to pupils who need practice in oral reading. Judge reading in usual way.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). Mr. Lake's son is nine years old. Write the word *son* I used in that sentence. (Repeat with *sun*.)

Common expressions. (Discuss the meaning of the following expressions from story: *An older head than Ali's* was needed. He walked *with an important air*. She let him go *with an easy heart*. Who can *judge the worth of your story?*)

Word associations. What did the—(write *custom*) of the country keep Ali's mother from doing? What customs do we have?

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Follow usual procedure with *al low'*, *cūs'tom*, *ēd'ger*, *jour'ney*, *mer'chant*, *rōb'ber*, *stō'len*.)

Supplementary Activity

Independent reading. *After the Sun Sets*, pages 263–68.

UNIT 45

Desert Sands (pages 316–24)

Silent and Oral Reading

Contents page. *Locating information.* (Use in usual way.)

Pages 316–24. *Skimming for specific details; Locating and gathering information.* Today Ali has two thrilling adventures. Read the entire story; then do page 120 in your Workbook. (Use usual pro-

cedure for Workbook page. Supply information about desert robbers and sandstorms beyond that carried in text.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). A date in the path meant good luck for Ali. What does the word—(write *date*) mean in that sentence? In what other way can you use the word *date*? (date on calendar, an appointment, etc. Continue with *part*, meaning to separate, a section of, *parting*, farewell; *draw*, meaning to sketch, to pull, to come near; *blow*, meaning to move, a cuff or slap; *kind*, meaning variety or sort, thoughtful or considerate.)

Word Recognition Techniques

Review of syllables *ble, dle, gle, kle, le, ple, tle, ture, ten, tion*. How do you spell the last syllable in *mingle*? Prove that you know by writing the word. (Continue with *able, handle, sparkle, ripple, settle, tickle, adventure, listen, attention*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 121.
2. Independent reading. *After the Sun Sets*, pages 269–84.

UNIT 46

Home on the Desert (pages 325–28)

New Vocabulary

driven

Initial Procedure

Initial preparation. (Have the following sentences on the board: *Desert robbers will often _____ camels. A camel was _____ from Ali, the Great. The robber who _____ the camel got away. The shepherd knew how to _____ a flock of sheep. He _____ them out onto the desert. He had _____ his flock many times.*)

Silent and Oral Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located the new story, be ready to tell how you feel about the outcome of the story.

Pages 325–28. *Locating and gathering information.* Read the entire story. Then do page 122 in your Workbook. (Use usual procedure with Workbook page. When discussion is over, assign the three different stories in the unit to three different readers and proceed as in similar units.)

Vocabulary Enrichment and Extension

Classification; Word associations. Help me list several things you will remember about—(Write *A Desert Sandstorm*.)

(Continue with *A Caravan; A Market Place; Ali, the Great; Little Ali, Hassan, Desert Robbers, The Star of the Desert*.)

Review of suffixes *ful, ly, y, less, ment*. This word says—(Write *tooth*.) Add a suffix and make the word mean without teeth. (Continue with *sense, senseless; joy, joyful; delight, delightful; sand, sandy; rock, rocky; slow, slowly; merry, merrily; disappoint, disappointment; amuse, amusement*.)

Word Recognition Techniques

Irregular verbs. Which of these words (write *steal, stole, stolen*) would you use to complete the first sentence on the board? Write in the word. (Continue in similar way with forms of *drive*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 123.
2. Independent reading. *After the Sun Sets*, pages 285–99.

UNIT 47

Old Friends, Old Places (pages 330–37)

New Vocabulary

Amber doctor Lizzie measles oars tall teach

Initial Procedure

Introducing new word and its meaning. Most of you have had the—(Write *measles*, then *mēd'sles*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Where will our story take us today? Be ready with your ideas. (Have characters identified, page 329.)

Pages 330–37. *Gathering information; Identifying characters through descriptive detail; Getting word meanings from context.* Mr. and Mrs. Sanders come home full of interesting news. The people in Friendly Village have plenty of news also. You, too, will be brimful of news by the time you have finished the book and done page 124 in your Workbook. (Discuss Workbook page in usual way.)

Oral Reading

Classification; Organizing events in sequence. Part of the story takes place—(Write *Outside the Station*.) Who is ready to read aloud just that portion of the story? (Continue with *At the Sanders' House, On the Street, In the Station*.)

Vocabulary Enrichment and Extension

Classification; Word associations. I will say the name of a country. Each of you tell one thing you will remember about that country. (Use *Norway, Lapland, England, Brittany, Spain, Africa*. Continue by giving the name of a character and having pupils give the name of his country; give a custom and have pupils give the name of the country to which the custom belongs.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks; new vocabulary). (Use usual procedure with *Am'ber, dōc'tor Līz'zie, mēd'sles, ōars, tall, tēach*. Call attention to the spelling of the last syllable in *doctor*; then have pupils write *visitor, harbor, sailor*.)

(Words with ear). You will need to use these letters (write *ear*) to write the word *heart*. Use them and write the word. (Continue with *earn, earth, early, learn, search, bear*.)

(Visual perception of difficult words). Say each word as I write it. Notice especially the underlined letters. (Write *busy, worse, hour, honest, island, whole, sure, touch, young, special*. Underscore the italicized letters. Erase words and have them rewritten without help.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 125.
2. **Diagnostic spelling test.** Use the vocabulary of the book as a diagnostic spelling test. Use the words in groups of twenty-five on successive days. Repeat with words which cause trouble. Do not

include names of characters. In superior groups SPELLING ABILITY SHOULD KEEP PACE WITH READING ABILITY.

3. Tests. Give the informal tests on pages 126, 127, 128 of the Workbook. A score of 1 is given for each item marked correctly. Pupils in superior groups should make perfect scores.

Standardized Achievement Test

A Reading Achievement Test for use at the end of the Third Reader can be bought from Row, Peterson and Company. This test should be given before beginning the basic Fourth Reader, *Singing Wheels*.

Diagnosis of Pupil Growth

(Upon the completion of *The New If I Were Going*)

1. Are pupils continuing to have a thoroughly enjoyable time in learning to read, as evidenced in the following ways:
 - a) Are there increasing evidences of home and library reading?
 - b) Do pupils turn to reading as an enjoyable leisure-time activity in school?
 - c) Do they take a predominant part in all group activities in which reading plays an important function?
2. Have the foundations been laid for independent study habits of the intermediate grades as evidenced by:
 - a) ability to read long sections of text silently with complete absorption in what is read?
 - b) ability to keep in mind the purpose for which the reading is being done?
 - c) ability to do independent thinking as evidenced by the responses to the comprehension checks of the Workbook?
 - d) ability to read silently with adequate comprehension at the rate of approximately 138 words a minute?
3. Are there evidences that pupils are thinking through what is read, comparing and enriching reading experiences with personal experiences, and judging their validity accordingly?
4. Are pupils independent in word attack? Can they unlock a very large proportion of the new vocabulary through context clues, phonetic clues, and through syllable division and accent? Is spelling ability keeping pace with reading ability?

5. Are words and expressions from material read becoming a part of the pupil's speaking and writing vocabulary?

6. Is oral reading fluent, rhythmic, and expressive? Have pupils learned to be happy, interested listeners to good audience reading? Have they well-established standards for oral reading?

7. Are pupils developing tastes in reading as shown by wide reading in the field of their own particular interests? At the same time are you, the teacher, widening the scope of their interests through suggestive book lists and the like?

8. Are pupils growing increasingly aware of the fact that all reading should be done with a purpose in mind? Are they showing increased ability to read for the following purposes: to locate and gather information and to recall specific details; to understand and organize main ideas; to skim for desired information; to associate personal experiences with story experiences; to exercise judgment and draw conclusions; to have an enjoyable leisure-time occupation?

9. Have you as a teacher a sense of satisfactory accomplishment? Have you given sufficient challenge to these superior pupils? Are you giving them ample opportunity to share their reading experiences with less gifted pupils?

Program for the Average Group

UNIT PLANS FOR THE THIRD READER

The New IF I WERE GOING

UNIT I

Introducing the Book

New Vocabulary

Africa	company	English	Norway	Spain	travel
Brittany	England	Marie	railroad	station	

Initial Procedure

Initial preparation. (Have a map showing Europe and northern Africa.)

Cover. There are two good friends of Alice and Jerry whom you have not met in *Through the Green Gate*. The reason is that they have taken this summer to—(Write *travel*, then *trav'el*.) If I were going traveling, I am sure I would like to go with them. You would, too. Maybe that is why our new book is called—. (Have title read.) The cover illustration suggests that part of their travels will be by—.

Title page. Would children dressed like this live in Friendly Village? Which ones in the group are the travelers? Where would they have to go to see these children? Yes—(Write *across the ocean*.)

If you were going—(indicate *across the ocean*), in what two ways might you go? If you went by—(write *ship*), the engines would be run by—(Write *steam*, directing attention to initial blend and double vowel.) It would be a—(Write *steamship*.) It would be owned by a steamship company. (Write *company*, then *com'pany*.) To get to the ship, you might have to travel by train on a—(Write *rail*; pause; then add *road*.) You would buy your tickets at the depot, which is sometimes called the railroad—(Write *station*, then *sta'tion*.)

To what countries across the ocean might you go? (Let suggestions be various, but list on the board only *Norway, England, Brittany, Spain, Africa*. If the last three are not suggested, proceed as follows.) I once had a friend who went to a tiny country called Brittany. (Write *Brittany*, then *Brit'tany*.) Another friend went to—(Write *Spain*, directing attention to initial blend and double vowel.) But the one who wanted to hunt wild animals went to Africa. (Write *Africa*, then *Af'ri ca*.) Read the name of each country, and I will show you where it is on the map.

You might have a hard time in Norway because you do not speak the Norwegian language. But you would have no trouble in England where everyone speaks English. (Write *English*, then *Eng'lish*.) Why?

Contents pages. Did our travelers go to any of the countries we have been talking about? Check the unit titles and see. We may not be able to travel with them, but we will be able to travel in the way the first unit title suggests. What way is that?

Frontispiece. How did our travelers leave Friendly Village? (Have all items in picture identified.) If you skim page 1, you can find the name of one traveler. The other is Mr. Sanders' wife, Marie. (Write *Marie*.) Tomorrow we will find out how their adventures began.

Vocabulary Enrichment and Extension

Word associations; Extending speaking vocabulary. If I went to a—(write *Railroad Station*), I would see the—(Write *ticket window*.) Help me add to my list. (Repeat with *Station Workers: train dispatcher, telegrapher*, etc.)

Word Recognition Techniques

Initial blends (review). It takes two letters to begin *travel*. Show me how it begins, and I will finish the word for you. Maybe you could finish it for yourself. (Continue with *Brittany, station, steamship*.)

Adding *ing* to words ending in silent *e*. Read each word as I write it. (Write *take, hope, smile, come*.) Now watch closely, but do not say a word. (Erase *e* from the word *take*; pause; then add *ing*. Repeat with other words.) If you have watched carefully, you can make this word (write *surprise*) say *surprising*. (Repeat with *ride, shine, dance*.) You found out for yourselves that when a word ends in *e*, you generally drop the — before you add *ing*. (Have all words read.)

Supplementary Activities

1. **Illustration.** Have pupils make an illustration of the railroad station as the beginning of a mural that will follow Mr. and Mrs. Sanders on their travels.
2. **Other suggested activities.** A well-planned trip to a railroad station will be very worth-while.

UNIT 2

The Railroad Station (pages 1-6)

New Vocabulary

camel chair children desert perhaps

Initial Procedure

Initial preparation. (Have a map as in previous unit. Have the following words and phrases on board: *across the ocean*; *steamship company*; *railroad station*; *Norway, England, Brittany, Spain, Africa*; *travel*; *English*; *Marie*.)

Vocabulary review. The characters in today's story are going to—(Indicate *travel*.) They will go—(Indicate *across the ocean*.) The ship they sail on will belong to a—(Indicate *steamship company*.) They will go to—(Have names of countries read and located.) The first name of one of the travelers is—(Indicate *Marie*.) Both Americans and the people in England speak—(Indicate *English*.) Our story will begin at the—(Indicate *railroad station*.)

Introducing new word and its meaning. Use this compound word in a sentence. (Write *maybe*.) Another word which means the same as *maybe* is—(Write *perhaps*, then *per haps*'.) Repeat your sentence and use *perhaps* instead of *maybe*.

Silent and Oral Reading

Contents page. Locating information. The first one to locate the first story in Unit 1 by using the contents page may read the page number and the title.

Pages 1-3 (paragraph 2). *Gathering information; Noting specific details.* Travelers learn many things by traveling. We learn many things by reading which we never knew before. We call that "gathering

information." Turn to page 3 and find the last word in paragraph 2. The word is —. Read that far, keep your mind on the story, and do not look up until you are through. Show that you are a third-grade reader.

Now do page 1 in your Workbook. Watch your writing and check your spelling with your book. (Be around among the group to stimulate, not to give unnecessary help. STRIVE TO DEVELOP INDEPENDENT READERS. Upon completion of page, have finished sentences read aloud. Have one pupil read aloud paragraph 4, page 2, while another pupil pantomimes action. Discuss the idea that the word *best* in directions for item 8 on Workbook page makes *friendly* the only right answer.)

Page 3 (paragraphs 3–4). *Verifying details.* When an artist draws pictures for a story, he must be sure to make his pictures agree with the pictures the words tell. Finish page 3; then check the pictures on pages 4 and 5. Are the pictures correct? Be ready to prove they are.

Word clues. What helped you to know that this new word said— (Write *chair*; be sure attention is directed to *ch* and little word *air*.) What helped you to know that this word said— (write *children*, then *chil'dren*)?

Pages 4–5. *Gathering information.* If you are third-grade readers, you can read pages 4 and 5 and find out two things about each of these countries. (Check *Norway*, *England*, *Brittany*, and *Spain*.) You might even find out four things about Brittany.

Page 6. *Skimming; Picture and initial consonant clues.* The animals in the picture are —. Camels are used for traveling over the —. Since you know how both *camel* and *desert* begin, skim the first paragraph and find both words.

Gathering information. The children and Mr. Sanders disagree about one picture. Read to find out why. (Have paragraphs 3, 4, and 6 read aloud to show differences of opinion.)

Predicting outcomes; Associational reading. Does the last paragraph give you an idea as to what may happen before Mr. Sanders' travels are over? Are you like Mr. Sanders? Do you ever say you won't do something and then do it?

Vocabulary Enrichment and Extension

Introducing glossary. Turn to page 338. Will that be toward the middle or toward the back of the book? Can you find it with one big

turn? The title of the page says —. (Chose the best reader to read the paragraph below title while the group listens to find out why it is so important to know what words mean.)

These pages are like a small dictionary. We call them a glossary. (Write *glossary*.) The words are divided into groups. In the first group all the words begin with the letter —. In the second group with —. This leads me to believe that the words are grouped according to the letters of the alphabet. Continue checking and see. (This is the time to be sure that pupils either know or learn the alphabet.) If you want to locate *desert*, under what letter will you look? The first one to find *desert* may read the meaning. (Repeat with *perhaps*, *travel*.)

Word Recognition Techniques

Contractions. Turn to page 6 and find paragraph 4. Remember, a contraction is a short way of saying two words. We use an apostrophe (make one) to show that some letters have been omitted. How many contractions can you find in that paragraph? I will read the paragraph and use the two words which mean the same as each contraction. (Continue by having pupils read page 6, paragraphs 3, 6; page 2, paragraph 6; page 5, paragraphs 3, 6.)

Adding *ing* to words ending in *e*. (Use techniques from previous unit with *like*, *joke*, *leave*, *live*, *wave*, *use*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 2.
2. Independent reading.

Streets and Roads (Scott, Foresman and Co.), pages 6–14. (Give help with *busy*, page 6; *half*, *frighten*, page 9; *hurrah*, page 10.)

Finding New Neighbors (Ginn and Co.), pages 6–14. (Give help with *chocolate*, page 7; *chipmunk*, page 12.)

UNIT 3

. A Letter and a Surprise (pages 7-14)

New Vocabulary

agent	chance	count	pleasant	rug	sold	wrote
begin	change	interest	read	sail	themselves	York
begun	corner	net	round-trip	shall	wonder	

Initial Procedure

Initial preparation. (Have the following on the board: *a round-trip ticket; in an offhand way; Please read this book; I have read that book; That will please me; That will be very pleasant.*)

Introducing new words and meanings. A ticket which will take you to a place and back again is a—(Indicate first phrase, underlining *ou* in *round*.) When you say something without thinking much about what you are saying, you talk—(phrase 2). Some very smart person can read these two sentences (sentences 1, 2) and change the pronunciation of one word to make each sentence sound right. What did you discover about this word? (Write *read*.) If you offer to do something nice for Mother, she may say—(sentence 3). She might say—(Indicate sentence 4, then write *pleas'ant*.) Can you change the pronunciation of this last word to make the sentence sound right? In *please* the *e* (underscore first *e*) has its _____ sound. In *pleasant* the *e* is —. Check the meaning of *pleasant* with your glossary.

A man who sells tickets is a ticket—(Write *agent*, then *a'gent*.) The *a* has its long sound. What sound will the *g* have and why? The word says —. Check the meaning of *station agent* with the glossary. When two people are all alone, they are all by—(Write *themselves*, then *them selves'*.) This big city is—(Write *New York'*, underlining *or* in *York*.) This word says—(Write *one*.) But when you have won a race, this is the *won* you use. (Change *one* to *won*.) I—(complete *wonder*, then write *won'der*) if you know this word. The *a* has its short sound; so this word says—(Write *shall*.)

When words begin with—(write *wr*), the *w* is silent. Remember that, and notice the two vowels. Then you know that this word says —(Write *wrote*.) Use the word to tell about a letter. If you like to work puzzles, a new puzzle will—(write *interest*, then *in'ter est*) you. You will be—(Add *ed* to both forms.) Watch the way this word

begins. (Write *chance*.) What sound will *c* (underscore the second *c*) have and why? The word is —. In this word (write *change*) the first vowel *a* has its long sound. What sound will *g* have and why? The word is —. (Erase *chance* and *change* and rewrite several times.) If this word says—(write *began*), this word says—(write *begin*), and this one says—(Write *begun*.)

Silent and Oral Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have read the title and located the new story, be ready with some ideas as to what the title means.

Pages 7–9. *Specific details.* If John asks you to his birthday party, you must be sure to know the exact day on which his birthday comes. When we do a certain kind of reading, it is important to know exactly what the book says. We call that “reading to remember details.” (Write *details*.) Read pages 7, 8, and 9 in your story. Then turn to page 3 in your Workbook and complete each sentence through number 10. Watch your writing and check your spelling with your book. (When this portion of Workbook page is completed, have each sentence read aloud, also that portion of the text which proves that the answer is correct.)

Word clues. How did you help yourselves with—(write *sold*, *sail*, *corner*)?

Pages 10–13. *Specific details.* (Use identical techniques and have Workbook page finished.)

Word clues. Explain how you helped yourselves with these words. (Write *net*, *count*, *rug*.)

Page 14. *Associational reading.* Have you ever had to move to a new home and leave all your friends behind you? How did you feel? Finish the story and find out if Mr. and Mrs. Sanders are like you.

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word (write *fine*) and tell what kind of agent Mr. Sanders was. Use it to tell what may happen to someone who drives his car too fast. (Continue with *company*, meaning guests, a group of business men; *sail*, meaning a piece of fabric, to embark, to manage a boat; *trip*, meaning to stumble, a journey, to step along quickly.)

Synonymous meanings. The neighbors gave Mrs. Sanders a blanket. But what did they call it? (Continue with *bags*, *suitcases*; *steamship*, *steamer*.)

Word Recognition Techniques

Contractions. (Have pupils read aloud the following paragraphs, using the words which mean the same as the contractions: page 8, par. 5; page 10, pars. 2, 4; page 11, par. 4.)

Integrating reading, writing, and spelling (new vocabulary of story). What vowel will you use to write *trip*? Prove that you know by writing the word. (Repeat with *rug*, *net*, *shall*.) Use one of these vowel pairs (write *ea*, *ai*) and write *sail*. Use the other and write *read*. This word sometimes says —. Use this part (write *ou*) and write *count* and *round*. Write *old*; change it to *sold*.

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 4.
2. Independent reading.

Streets and Roads, pages 15–29. (Give help with *doesn't*, page 21; *errand*, page 24; *quickly*, *awful*, page 25; *terrible*, page 29.)

Finding New Neighbors, pages 15–23. (Give help with *wharf*, page 16.)

UNIT 4

On the High Seas (pages 15–20)

New Vocabulary

deck high land Larsen ski strange

Initial Procedure

Initial preparation. (Have the following on the board.)

Who was Mrs. Sanders' friend?

Where did he live, and how did he make his living?

To what countries was he going?

Who was Mr. Sanders' friend?

What do you think a captain's cabin is?

What did Mr. Sanders discover in the cabin?

Who was the man who came up to talk to Mr. and Mrs. Sanders?

What surprising news did he tell them?

How was he going to help them out?

Introducing new words and meanings. If this were your name, your name would be—(Write *Larsen*, then *Lar'sen*.) What sound will

g have in—(write *strange*) and why? Watch how the word begins. (Underline *str.*) The *a* is —, and the word is —. You go down snowy hills on sleds. Some people go down on skis. (Write *skis.*) What are they? If you can jump on skis, you are a—(Write *ski jumper.*) This word says—(Write *deck.*) Check with your glossary. Find out what the deck of a ship is, also a good meaning for *skis* and —(Write *cabin.*) What two letters in this word will be silent? (Write *high.*) The *i* is long, and the word is —.

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located the new story, be ready to tell where you think the ship is by this time and why.

Pages 15–16. *Gathering information.* Today we will read again to gather information. Read to the bottom of page 16 and find the information which will help you answer the first three questions that are on the board. (Have answers discussed.)

Pages 17–18. (Use same techniques for questions 4–6.)

Pages 19–20. (Use same techniques for questions 7–9.)

Word clues. What clue helped you to know that this word said—(write *land*)? What do you do when you land in a country?

Oral Reading

Establishing standards. (Talk over with pupils the standards for good oral reading: See program for Superior Group, pages 21–22. Assign the three stories read so far to the three best readers so that they may set the standard. Have them prepare to read the story assigned while the rest of the group go ahead with the activities which follow. As stories are read aloud, have the rest of the group listen to decide what makes the reading interesting and effective.)

Vocabulary Enrichment and Extension

Hyphenated words. I will write one word. You help me turn it into a hyphenated word by adding another. The camel was—(Write *long-*; wait for suggestion *legged*; then complete word. Continue with *snow-covered*, *pleasant-looking*, *round-trip*, *important-looking*.)

Word Recognition Techniques

Syllable division and accent. Who can read this word (write *across*) and then write it by syllables and put in the accent? (Con-

tinue with *railroad, station, travel, children, perhaps, desert, camel, agent, wonder, yellow, pleasant.*)

Integrating reading, writing, and spelling (new vocabulary). What vowel do you need to write *deck*? Prove that you know by writing the word. (Repeat with *land*.) Remember the two silent letters and write *high*. Use this vowel pair (write *ai*) and write *paint*. It takes three letters to begin *strange*; who could write it?

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 5, 6.
2. **Other suggested activities.** Continue the mural, illustrating the train trip to New York and the ocean voyage. Use phonetic words from absorption unit (see page 341 of the reader) as a diagnostic spelling test.
3. **Tests.** Before beginning the next unit, give the informal tests on pages 7 and 8 of the Workbook. If unit plans in the *Guidebook for The New Through the Green Gate* have been followed, pupils should make almost perfect scores on these tests. However, scores are not the important feature. Use these pages to diagnose which pupils in the group need further help on initial consonant sounds, blends, vowels, and phonetic parts; then act accordingly.

UNIT 5

The Land of Mountains (pages 22-25)

New Vocabulary

between	frozen	low	skate	swift-running	valleys
brooks	lakes	reach	slide	tumble	waterfalls

Initial Procedure

Initial preparation. (Have the following on the board.)

swift-running	summertime	mountainsides
snow-covered	waterfalls	sometimes
	snowshoes	everywhere

Introducing new words and meanings; Vocabulary review. What clues do you see which help you to get this word? (Write *lake*; then continue with *slide, skate, froze, reach, swift*. In each case be sure

attention is directed to the initial consonant or blend and to the reason for the sound of the first vowel. Call attention to *if* in *swift*, also to the final sound in *reach* and *swift*.) This word now says—(Add *n* to *froze*.) Read the two hyphenated words on the board; then tell what each one might describe. (Have compound words also read.)

When I tell you that the part you see in this word (write *brook*) says what it does in *look*, you know the word is —. Since the part says what it does in *show*, this word says—(Write *low*.) A fall is a—(Write *tumble*, then *tum'ble*.) This word says—(Write *race*.) Make it say *racing*. (Repeat with *sliding*, *skating*, *tumbling*.) This word says—(Write *begin*, then *be gin'*.) So this word says—(Change to *between*, *be tween'*.)

Silent Reading

Contents page. *Locating and verifying information.* Do you remember what was in the picture of Norway which Mr. Sanders showed to Cobbler Jim? As soon as you have read the title and located the next story, be ready to prove that that poster told the truth.

Gathering information from pictures. How many things can you find out about Norway from the unit title page? (Discuss in detail type of herds, mountain pastures, etc.)

Which direction is north? Stand and face north. North on a map is always at the top. If you were to go from the bottom of the map on page 22 toward the top, in what direction would you go? If you were to travel north from Norway, to what country would you come? We will learn some interesting things about Lapland later in our book. How many things can you find out about Norwegian mountains from the second picture on page 22? What kind of trees grows there? Do they grow away to the top? Why not? What do the snow-covered tops tell you about the height of the mountains?

What will happen as the summer sun shines on these snow fields? Can you explain the pictures on page 23? What seasons are shown on pages 24 and 25? Which would you enjoy most? (Discuss the butter tubs, milking stools, etc. in the border decorations.)

Pages 22–23. *Associational reading; Exercising judgment; Drawing conclusions.* Sometimes we read to compare things, to find out whether they are alike or different. As you read page 22, think whether Norway is alike or different from the place where you live. (When reading is finished, write *Norway* on the board and list under it pupils' sug-

gestions as to what they would see if they went to Norway. Then have them compare, item by item, with things in their own country. Repeat with page 23.)

Pages 24–25. *Context clues to meaning.* This word says—(Write *valley*, then *val'ley*.) If you are a careful reader, you can read paragraph 1 and find out what a valley is. Now check with the glossary and see if you are right. (Make a quick sketch on the board to show difference in position of the farms at the foot of the mountains and the pastures on the mountainsides. Use techniques from page 22 with paragraph 2, page 24, and with page 25.)

Oral Reading

Locating information; Identifying paragraphs; Expressing mood of story. There are two paragraphs which tell about winter in Norway. The first to find them may read them aloud. If you think you might like winter in Norway, be sure to get that feeling into your voice. (Continue with three paragraphs which tell about the waterfalls, etc.)

Word Recognition Techniques

Integrating reading, writing, and spelling (new vocabulary). Show that you know what vowels to use and write *slide*. (Repeat with *skate*, *lake*, *froze*, *swift*.) Use one of these parts (write *oo*, *ow*) and write *brook*. Use the other and write *low*. Use one of these vowel pairs (write *oa*, *ai*, *ea*) and write *reach*.

Auditory perception; Syllable division and accent. Say this word to yourself. (Write *tumble*.) How many syllables do you hear? Who will write the word by syllables and put in the accent? (Repeat with *valley*, *between*.) Every syllable in a word must have at least one vowel. A syllable may have two vowels, but it must have one. Suppose we check to see if that is true. (Check each word.) Divide this word (write *frozen*) into syllables. The second syllable must have a vowel.

Vocabulary Enrichment and Extension

Word associations; Descriptive words and phrases. Tell one thing which you will always think of when you hear the name *Norway*. Each one think of something different and see how many compound and hyphenated words you can use.

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 9, 10.
2. *Textfilm*. See *Textfilm* manual.

3. Other suggested activities. Continue the mural. Begin a collection of Norwegian pictures for the bulletin board, or of articles which came from Norway for a room display. If possible, have someone who has been to Norway talk to the group.

UNIT 6

The Coming of Spring (pages 26-30)

New Vocabulary

belonged	heels	kick	owed	seventeenth
bright	herdboys	Kita	pencil	throw
fight	Inger	Ola	Sarta	

Initial Procedure

Initial preparation. (Have the following on the board.)

Ola	graze	1. Does every farmer own a mountain pasture?
Inger	parade	Be ready to prove your answer.
Martha	trade	2. What does a farmer without a pasture do
Carl	live	with his cattle in summer?
	excite	3. Who pays the herdboy?
	shine	4. Someone else must be paid. Who is that?

Introducing new words and meanings. Two children in our story have names which differ from names we hear in our country. Their names are Ola and Inger. Find and read their names on the board. Read two names we often hear in our own country. Names for animals differ, too. One cow is called Kita (*kē'tä*). (Write *Kita*.) Another is—(Write *Sarta*, then *Sar'ta*.)

This word says—(Write *heard*.) When we have listened to the band, we have—(indicate *heard*) it. This word also says—(Write *berd*.) We use it when we talk about cattle. What is a herd of cattle? What would a—(write *herdboy*) be? Watch this word grow. (Write *seven*, add *teen*, then *th*.) Sometimes you write with a—(Write *pencil*, then *pen'cil*.) What sound will *c* have and why? The word is —. In *show* this part says—(Write *ow*.) When someone lends you money, you—(write *owe*) money. This word says—(Write *own*, then *thrown*, then *throw*.) This group of letters in a word says—(Write *ight*.) Remember that, and you can unlock some new words for yourselves.

If this word says—(write *between*, *between'*), this word says—(Write *belong*, *belong'*.)

Vocabulary review. Read one of these words (indicate column 2); then add *ing* to the word and read the new word.

Silent Reading

Contents page. *Locating information; Word meanings from context; Exercising judgment; Drawing conclusions.* As soon as you have read the title and located the new story, be ready to tell what this word means in the title. (Write *Spring*.) Then about what time will our story take place? (Discuss the fact that spring extends from March 21 to June 21, but that warm days come later in Norway than in our country. Tell children to keep their eyes open to find out when spring really comes in the story.)

Pages 26–27. *Specific detail.* The story tells exactly how old each child is. Read until you are able to put a number after each of these names (indicate column 1) to tell how old that child is. Then stop reading.

Gathering and verifying information. This word (indicate *Does* in question 1) says *does*. Make this word (indicate *prove*) rhyme with *move*, and you know it says —. Now read just far enough in your story to be able to answer the question and prove your answer by reading a sentence from the book.

Finish the page and be ready to answer the rest of the questions and to prove your answers.

Pages 28–29. *Gathering information; Exercising judgment.* Read until you find out what happens to the cows when winter is over. Be ready to explain why they fight.

Read to the bottom of page 29. Carl thinks up a plan. Find out what it is; then decide whether it was a good one and why.

Page 30. *Specific detail.* Read until you decide when warm spring days come in Norway.

Gathering information. Read until you know how Norwegian farmers handle their wild cows.

Associational reading. Finish the page. How did the boys differ from the girls? Do boys and girls in our country differ in the same way?

Predicting outcomes. Can you answer the question in the next story title?

Oral Reading

Locating information. Find and be ready to read aloud the paragraph which describes Sarta. Kita! The cows belonging to the two girls! Read the part of the story which tells about Carl's plan. (Etc.)

Vocabulary Enrichment and Extension

Comparative forms of adjectives. Martha was five years—(Write *old*.) Inger was seven. So Inger was —. Who could write *older*? But which of the four children was the oldest? Who could write *oldest*? Martha may be—(write *tall*), but who will be taller? (Write *taller*.) (Continue in the same way.)

Word Recognition Techniques

Integrating reading, writing, and spelling (word clues, new vocabulary). What clue helped you to know that this word said—(Write *heels*; continue with *fight*, *bright*, *kick*. Then erase and have words rewritten without help.)

Use one of these parts (write *ow*, *er*) and write *own*. (Continue with *throw*, *thrown*, *owe*, *herd*.)

Words beginning with *wr*. If a word begins like this (write *wr*), what do you know about the *w*? Use what you know and get this word. (Write *wring*.) Use it in a sentence to tell what Mother does to the clothes. Now the word says—(Add *er*; then continue with *write*, *wrote*, *wrist*, etc.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 11, 12.
2. Independent reading.

Streets and Roads, pages 30–43.

Finding New Neighbors, pages 24–37.

UNIT 7

Who Will Win the Fight? (pages 31–37)

New Vocabulary

battle	dead	felt	ground	loud	stir
bellow	earn	flags	ideas	path	toss
cry	excitement	frighten	led	splendid	yell

Initial Procedure

Introducing new words and meanings. To make money by working is to earn (write *earn*) money. Take a good eye picture of the word. (Erase and have word rewritten.) Sometimes this word says *rēad*. (Write *read*.) Sometimes it says —. Change the first sound and make the word say *dead*. This word says—(Write *exciting*.) Now it says—(Change to *excite*.) When you are excited, you are full of—(Add *ment*, then write *excite'ment*.) Another name for a trail is a—(Write *path*.) A loud cry is a—(Write *yell*.) Make the word begin like *yes* and rhyme with *well*.

Make this word rhyme with *cross*, and you know it says—(Write *toss*.) Carl's plan was a good—(Write *idea*, then *ide'a*.) The *i* and *e* are both long, and the word says —. I may say you do very good work, or I may say your work is—(Write *splendid*, then *splen'did*.) This word says—(Write *bell*.) But if a cow does this, it will—(Write *bellow*, then *bell'ow*.) Check with the glossary to find good meanings for—(Indicate *toss*, *idea*, *splendid*, *bellow*.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Pages 31–33. *Organization; Following events in sequence; Oral recall.* You were sure Sarta would win the fight. Read to the bottom of page 33 and see if you are right. Then turn to page 13 in your Workbook and number the sentences in the first two groups in the order in which things happened in the story. (Have sentences read aloud in correct order; then have the story retold, using the sentences as a guide.)

Word clues. Explain the clues you used to help you with this word. (Write *loud*; then continue with *battle*, *led*, and *flags*.)

Pages 34–37. (Use same techniques and have Workbook page finished.)

Word clues. Explain the clues you used to get—(Write *cry*, *stir*, *felt*, *ground*, *frighten*.)

Oral Reading

Organization; Understanding main story divisions. (Have the part of the story corresponding to each section of Workbook page read aloud.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). (Write the following on the board: *by, buy; eight, ate; wood, would; road, rode; herd, heard; threw, through.*) I ate a big breakfast this morning. Show me the word *ate* that I used in my sentence. (Continue in the same way; then have pupils read and erase a word and use it correctly in a sentence of their own.)

Word Recognition Techniques

Integrating reading, writing, and spelling (new vocabulary). Use one of these parts (write *ir, ou*) and write *stir*. (Continue with *loud, ground.*) What vowel will you use to write *led*? Prove that you know by writing the word. (Continue with *flag, felt, cry.*) Who can write the group of letters we need in the word *fright*? Now write the word. Make it say *frighten*.

Visual perception of difficult words. Take a good eye picture of—(Write *earn.*) Watch the first three letters. (Underline *ear*; erase and have word rewritten; then repeat techniques with *dead, sure, any, great.*)

Supplementary Activities

1. *Workbook for the New If I Were Going*, page 14.
2. Independent reading.

Streets and Roads, pages 44–56. (Give help with *wearing*, page 51.)

Finding New Neighbors, pages 38–52. (Give help with *thief, coyotes*, page 38; *sugar*, page 46; *touches*, page 47.)

UNIT 8

Up to the Mountain Pasture (pages 38–43)

New Vocabulary

ahead	dew	lay	need	waded
bridge	drive	lead	preacher	welcome
calves	kids	meet	seems	wide

Initial Procedure

Initial preparation. (Have the following on the board.)

1. How many cows in all were going to the pasture?
2. How far was the pasture from Longhide?
3. How far did Carl walk?
4. How far did Martha walk?
5. Why do you think the road didn't go farther?
6. How long before the family would come back to Longhide?

tumble	happy	hungry
surprise	cross	excited
move	tired	sleepy
shine	pleasant	unhappy

Introducing new words and meanings. Baby cows are—(Write *calves*.) The drops of water you see on the grass on cool mornings are—(Write *dew*, underlining *ew*.) This word says—(Write *preach*, underlining *pr*, *ea*, *ch*.) Whom do you know who can *preach*? We generally call them ministers, but sometimes they are called—(Add *ers*.) This word says—(Write *well*.) When you make someone know that you are glad to see them, you make them feel—(Write *welcome*, then *wel'come*.) What must you do to *well* before you add the last syllable?

Vocabulary review. Add *ing* to each word (indicate column 1); then read the new word.

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have read the title and located the new story, be ready to tell which of these words (indicate columns 2 and 3) tell best how the family felt that morning and why.

Page 38. *Specific detail.* If you are third-grade readers, you can read page 38 and answer the first question on the board. But only very good readers will not get caught.

Word meaning from context. Your story leads you to believe that this animal (write *kid*) is a—. Check with the glossary to see if you are right.

Page 39. *Gathering information; Specific detail; Exercising judgment.* Good readers can read page 39 and answer the rest of the questions.

Word clues. Explain how you knew these words. (Write *need*, *drive*.)

Pages 40–41. *General significance of context; Exercising judgment.* Read these two pages; then be ready to tell us which words on the board tell how the family felt and why.

Word clues. Explain how you knew these words. (Write *ahead*, *lead*, *bridge*, *wide*; be sure attention is directed to the fact that the sense of the sentence plus the picture clue helped with *bridge*.)

Pages 42–43. (Use same techniques as for pages 40–41, having pupils explain word clues for *waded*, *lay*, *seems*, *meet*.)

Oral Reading

Locating information; Expressing mood of story. How do you feel when you are—(indicate *excited*)? How would your voice show it? Would you talk slowly or rapidly? Find a section of the story where you think someone is excited and read it to show how he feels. (Continue with each of the other words in columns 2, 3.)

Vocabulary Enrichment and Extension

Suffixes *ful* and *y*. This word says—(Write *play*.) Now it says—(Add *ful*.) We call this syllable I added a “suffix” (write *suffix*), and it makes the word mean “full of play.” Write *playful* by syllables and put in the accent. (Repeat with *helpful*, *restful*, *careful*, *watchful*.)

This word says—(Write *rock*.) I am sure the road up the mountain was—(Add *y*.) Y is also a suffix, and it also often makes the word to which it is added mean “full of.” So the road was full of—. Write *rocky* by syllables and put in the accent. (Repeat with *sleep*, *grass*, *rain*, *dew*.)

Word Recognition Techniques

Integrating reading, writing, and spelling (new vocabulary.) (Use usual techniques for the writing and spelling of *lead*, *preach*, *preacher*, *meet*, *seem*, *need*, *drive*, *wade*, *kids*, *wide*, *lay*, *well*, *welcome*. Review *sure*, *great*, *dead*, *earn*, *any*.)

Adding *es*, *ed*, and *ing* to verbs ending in *y*. This word says—(Write *carry*.) Watch what I do to make it say *carried*. (Change *y* to *i*; pause; then add *ed*.) Watch what I do to change *carry* to *carries*. (Write *carry* and repeat procedure.) But what happens

when I add *ing* to *carry*? (Write *carry*; change to *carrying*; then repeat entire procedure with *try*.)

If you have watched closely, you can make—(write *hurry*) say *hurrying*. (Repeat with *hurries*, *hurried*; *cry*, *crying*, *cries*, *cried*.) Often when a word ends in *y*, we change the *y* to *_* before we add *ed* or *es*. We do not change the *y* when we add *ing*.

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 15, 16.

2. Independent reading.

Streets and Roads, pages 58–76. (Give help with *wasps*, page 60; *fierce*, page 68.)

Finding New Neighbors, pages 54–66. (Give help with *giraffes*, page 54; *vegetables*, page 59.)

UNIT 9

Carl, the Herdboy (pages 44–50)

New Vocabulary

butter closed hut lost meadows should suddenly toward
cheese Crooked juicy matter rich slept tinkle waked

Initial Procedure

Initial preparation. (Have the following on the board.)

cry	graze	_____sleepy, careless, lazy
try	shine	_____excited, boastful, wide-awake
	excite	_____happy, frightened, excited
		_____ashamed, excited, frightened

What do you think will happen next?

Introducing new words and meanings. Make this word rhyme with *cost*, and you know it says—(Write *lost*.) When something is not straight, it is—(Write *crooked*, then *crook'ed*.) Sometimes we eat an orange; sometimes we drink the —(Write *juice*.) Why does *c* have the soft sound? If an orange is full of juice, it is—(Change to *juicy*.) Make the first syllable of this word rhyme with *read*, and you know the word says—(Write *meadow*, then *mead'ow*.) A meadow is a—. This word says—(Write *would*.) Now it says—(Change to

should.) Anything which happens in a hurry happens—(Write *suddenly*, then *sud'denly*.) Stars may—(write *twinkle*), but the sound of a bell is a—(Write *tinkle*.) When you walk in the direction of the door, you walk toward (write *toward*) the door. *Toward* is one of the words of which we must take a very good eye picture. Watch these letters. (Underline *w* and *a*, erase and have the word rewritten several times.)

Vocabulary review. (Have *ing*, *ed*, *es* added to *cry* and *try*; *ing* added to *shine*, *graze*, *excite* in columns 1 and 2 on the board.)

Silent Reading

Contents page. *Locating and gathering information.* (Locate the new story and be ready with the name of the lucky herdboy.)

Pages 44–46. *Gathering information from pictures; Associational reading.* How many things can you find out about Norwegian houses from the pictures? How do they differ from our own?

General significance of context; Predicting outcomes. Make this word (write *boast*) rhyme with *coast* and you know it says—. What do you do when you boast? Now the word says—(add *ful*) and means—. This word says—(Write *shame*.) Sometimes you feel— (Change to *ashamed*.)

Sometimes our imaginations help us to predict, or foretell, what will happen in a story even before we read to find out. Read to bottom of page 46 and be ready to answer the question on the board. One of these groups of words (indicate groups) on board tells how Carl feels on these pages. Be ready to number that group 1, and to prove why you think he felt that way.

Word meanings from context. Your story leads you to believe that a—(write *but*) is a—. Check with the glossary to see if you are right.

Word clues. Explain how you helped yourselves get these words. (Write *butter*, *cheese*, *rich*.)

Page 47. (Have the same question answered, and a group of words numbered 2.)

Word clues. What helped you to know that this word says— (write *close*)?

Pages 48–49. (Use same techniques.)

Word clues. Explain how you helped yourself with—(Write *slept*, *wake*.)

Page 50. (Use same techniques.)

Word clues. Write this word by syllables and tell how you helped yourself unlock it. (Write *matter*.)

Word meanings from context. What two meanings did you find for the word—(write *bide*)?

Oral Reading

Expressing mood of story. How would you act and feel if you were—(indicate group marked 1)? How would your voice sound? Find the part of the story in which Carl feels like this. Read it aloud to show how he felt. (Continue in same manner.)

Vocabulary Enrichment and Extension

Suffix *ly*; Review of *ful*, *y*. This word says—(Write *slow*.) When we add this syllable or suffix to the word (write *ly*), it makes the word *slow* (add *ly* to *slow*) mean in a slow way. What does this word say? (Write *splendid*.) What does it say and mean now? (Write *splendidly*, repeat with *suddenly*, *closely*, etc. Review the meaning of *careful*, *juicy*, etc.)

Word Recognition Techniques

Syllable division and accent. Write each of these words by syllables and put in the accent mark. (Write *butter*, *matter*, *crooked*, *meadow*, *suddenly*.)

Integrating reading, writing, and spelling (new vocabulary). What vowel or vowels will you use to write *rich*? Prove that you know by writing the word. (Continue with *but*, *wake*, *waked*, *close*, *closed*, *slept*.) Use this vowel (write *o*) and write *lost*.

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 18.
2. Independent reading.

Streets and Roads, pages 77–89. (Give help with *breath*, page 82.)

Finding New Neighbors, pages 67–82. (Give help with *hospital*, page 74; *leopard*, *medicine*, page 76; *cockatoo*, page 78.)

UNIT 10

Carl, the Herdboy (*cont.*, pages 51-54)

New Vocabulary

ago	attention	paid	stool	worse
already	empty	pell-mell	tears	wrong

Initial Procedure

Initial preparation. (Have the following on the board: *What do you think happened next? How did it all come out?*)

Introducing new words and meanings. This word says—(Write *long*.) If I use this beginning (change *l* to *w*), the word says—. Check as you say the word. Is the *w* silent? In the word—(write *station* and underline *tion*) the last syllable is pronounced—. Then this word is—(Erase *station* and write *attention*, then *at ten'tion*.) What do you do when you pay attention? This word says—(Write *ready*.) Now it says—(Change to *already*.) A pail with nothing in it is—(Write *empty*, then *emp'ty*.) Remember what this part says in the word—(Write *worse* and underline *or*.) Then you know the word is—. When you are sad, your eyes may be full of—(Write *tears*.)

Silent Reading

Page 51. Predicting outcomes. When we left our story, some of you were sure Crooked Horn had gone straight down the mountain. This is the time to find out whether you are right. Read page 51, and answer the first question on the board.

General significance of context. Tell how you think Carl feels on this page, and I will list the words you suggest.

Word clues. What helped you to know that this word said—(write *paid*)?

Page 52. (Use same techniques, listing words which tell how Father, Mother, Ola, and the girls felt.)

Page 53. (Use same techniques.)

Page 54. Gathering information. Finish the story and be ready to answer question 2.

General significance of context. (Again list words which tell how different people in the family felt.)

Word meaning from context. The story led you to believe that when something happens—(write *pell-mell*), it happens—. Check with the glossary to see if you are right.

Word clues. What helped you to know that these words say—(write *ago*, *stool*)?

Oral Reading

Expressing the mood of text. (Follow procedures from previous unit.)

Vocabulary Enrichment and Extension

Prefix *un*. Sometimes you are—(Write *happy*.) But if I add this syllable or prefix (write *prefix*) to *happy*, it makes the word mean—(Add *un* to *happy*; then continue with *cover*, *uncover*; *sold*, *unsold*; *tied*, *untied*, etc.) You found out that the prefix *un* means—.

Word Recognition Techniques

Auditory perception; Syllable division and accent. Say each word to yourself as I write it. (Write *ago*, *attention*, *already*, *empty*.) Which are the two-syllable words? The three? Write each word by syllables and put in the accent.

Integrating reading, writing, and spelling. Use one of these vowel pairs (write *ea*, *ai*) and write *paid*. Use one of these parts (write *or*, *oo*) and write *stool*. Use the other and write *worse*. Remember to put an *e* on the end. What vowel must you use to write *pell-mell*? Prove that you know by writing the hyphenated word.

Visual perception of difficult words. Take a careful eye picture of—(Write *among* and underline *ong*.) Who can write the word without looking at the one on the board? (Repeat with *toward*, *wrong*; then review *any*, *sure*, *great*, *dead*, *earn*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 17. Be sure sentences are read in correct sequence after page is completed.

2. **Independent reading.**

Streets and Roads, pages 90–105. (Give help with *already*, page 100.)

Finding New Neighbors, pages 84–96. (Give help with *possum*, page 93; *muskrat*, page 94.)

UNIT II

Market Day (pages 55-62)

New Vocabulary

agree	busy	instead	life	note	which
arrived	daydream	less	market	share	

Initial Procedure

Initial preparation. (Have the following on the board.)

- | | | |
|------------|-------|--|
| unpleasant | trade | 1. How long had Carl Larsen been at home? |
| smoothly | wade | 2. What happened when Father arrived in the village? |
| wonderful | hurry | 3. What was the talk at suppertime about? |
| grassy | | 4. What do you think a <i>daydream</i> is? |
| | | 5. What was Carl's daydream? |

Introducing new words and meanings. We may say a train will be on time, or we may say it will arrive on time. (Write *arrive*, then *arrive'*.) Check with the glossary to find out what *arrive* means. When you believe the same as someone else, you—(write *agree*, then *agree'*) with them. We will not read an old story. We will read a new story—(Write *instead*, then *in stead'*.) The last syllable rhymes with *read*, and the word says—. Mother may say she is going to the store, or she may say she is going to—(Write *market*, then *mar'ket*.) If someone gives you and your brother a box of candy, you want your—(Write *share*.) Be sure you watch how this word begins; it says—(Write *which* and underline *wh*.) When you have a great deal of work to do, you keep very busy. (Write *busy*.) This is a word to watch carefully. (Erase and have word rewritten several times.)

Vocabulary review. (Have the words in column 1 read; then have pupils tell what the prefix *un*, the suffixes *ful*, *ly*, *y* make each word mean. Have *ing* added to *trade* and *wade*; *ed*, *es*, and *ing* to *hurry*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Remember who was the only one who would leave the pasture until

summer was over. As soon as you have located the new story, be ready to tell what may happen. Can you find anything in the illustration on page 55 which proves that you are right?

Page 55. *Locating and gathering information.* Read page 55 carefully, and think as you read. Then answer questions 1, 2, 3 on page 19 in your Workbook. (Have answers read aloud and discussed.)

Pages 56–57. (Repeat techniques with questions 4, 5, 6.)

Word clues. What helped you to know that this word says—(write *less*)?

Pages 58–59. (Repeat techniques with question 7. Have questions 1, 2 on board answered.)

Word clues. What helped you with this word? (Write *note*.)

Pages 60–62. *Gathering information; Word meanings from context.* Finish the story and be ready to answer the last three questions on the board. (Have *daydream* checked with glossary.)

Word clues. How did you know that this word said—(write *life*)?

Oral Reading

Establishing standards. (Assign the stories in the unit "It Happened in Norway" to six good, but not the best, readers. Review the standards for oral reading and listening; See Program for Superior Group, pages 21–22. Allow readers time to prepare, while the rest of the group go ahead with the activities which follow. When stories are read aloud, have the rest of the group judge what made the reading interesting. Have the readers judge what made the group a good audience.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). The deck of a ship is a—. But what do we do when we deck our houses with flags? What do we sometimes play with? In what other ways can you use the word—(write *deck*)? (Continue with *ship*, meaning a boat, to transport; *train*, meaning part of a dress, teaching, a locomotive; *last*, meaning the end, to continue.)

Word Recognition Techniques

Auditory perception; Syllable division and accent. Say each word to yourself as I write it. (Write *agree*, *arrive*, *daydream*, *instead*, *market*.) How many syllables are there in each word? Write each word by syllables and put in the accent.

Integrating reading, writing, and spelling (new vocabulary). What vowel will you use to write *less*? Prove that you know by writing the word. Be sure to double the last letter. (Continue with *life, note, which*.)

Visual perception of difficult words. (Review the writing and spelling of *any, great, earn, dead, sure, toward, busy, among, wrong*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 20, 21, 22. Supervise the completion of the first phrase on page 21. Be sure pupils understand that words in section 1 are to be used in order, and that the phrases are to be inserted in section 2 also in order.
2. Independent reading.
Streets and Roads, pages 106–22. (Give help with *chocolate*, page 117.)
Finding New Neighbors, pages 98–108. (Give help with *Percival, danger*, page 105.)
3. Other suggested activities. As a diagnostic spelling test, use all *phonetic* words from the new vocabulary of the reader (see pages 341–42) which have been used in the text so far. Use not more than twenty words at a time.

UNIT 12

The Homeless Dog (pages 64–71)

New Vocabulary

angry	calf	June	Lapp	meat	reindeer	stub
bark	chase	Lapland	master	Numpy	storm	

Initial Procedure

Initial preparation. (Have the following on the board.)

- | | |
|-----------|-----------------------------------|
| playful | 1. Why did the dog come slowly |
| kindly | down the mountain? |
| unwelcome | 2. Why did he race back up again? |
| juicy | |

Introducing new words and meanings. Turn quickly to page 22. What direction is always shown by the top of a map? Point to

the north. Then the country which is north of Norway is—(Write *Lapland*, then *Lap'land*), and the people who live there are called—(Write *Lapps*.) In the word—(Write *eight* and underline *ei*) these vowels have the sound—. Lapland is sometimes called—(erase *eight*, write *Reindeer*, then *Rein'deer*, underlining *ei*) Land. Can you guess why? If you have a dog, you are his—(Write *master*, then *mas'ter*.) This summer month is—(Write *June*.) A baby cow is a—(Write *calf*.) When you lose your temper, you are angry. (Write *angry*, then *an'gry*.) Someone in the story is called—(Write *Numpy*, then *Nump'y*.) You will be surprised when you find out what that name means.

Silent and Oral Reading

Contents page. *Locating information; Word meanings from context.* As soon as you have located the new story, be ready to tell what this word means. (Write *homeless*.)

Page 63. *Gathering information; Associational reading.* How many things can you find out about Lapland from this picture? (Compare homes and cradleboards with those of Navaho Indians. Contrast the hot sandy desert and the flocks of sheep and cattle with the snow-capped mountains and the reindeer herds.)

Pages 64–65. *Verifying information.* The story on these two pages gives a word picture of the dog and what he sees. Check the pictures as you read. Be ready to read aloud the sentences which prove that the story and the pictures agree.

Word meaning from context. What is this word, and what did the story make you think it meant? (Write *stub*.) Check with the glossary to see if you are right.

Pages 66–67. *Locating and gathering information.* Read both pages. Answer the first three questions on page 23 in your Workbook. Also be ready to answer the two questions on the board. (Have the answer to each Workbook question read aloud, also that portion of the text which proves that the answer is correct. Stimulate pupils to do good writing, and be sure spelling is checked with the book.)

Word meanings from context. What did you find out this word meant? (Indicate *Numpy*; then list on board: *a good-for-nothing, a dog without a tail*.)

Word clues. What helped you to know that this word said—(Write *storm* and be sure attention is drawn to little word *or*.)

Pages 68–69. (Use same techniques for questions 4, 5, 6 on Workbook page.)

Descriptive phrases; Synonymous meanings. Another phrase on page 68 which means the same as—(Indicate *a dog without a tail*) is—(Add *a tail-less dog* to list.)

Word clues. How did you help yourself with—(write *bark, chase, meat*)?

Page 70. Gathering information. Someone calls Numpy—(Add *Good dog* to list.) Read the page and find out why. But the other Lapps call him—(Add *a troublemaker* to list.)

Page 71. Locating and gathering information. Finish the story and answer the last question on the Workbook page. Find out what Numpy does to prove that he is—(Indicate *a troublemaker*.)

Skimming; Descriptive phrases. Skim paragraph 1 for the phrase which tells what Numpy looked like! The one which tells what he really was!

Vocabulary Enrichment and Extension

Suffix *less*. We found that when we added the suffix—(write *less*) to the word—(write *home*), the word—(write *homeless*) meant without a home. Then what do these words mean? (Write *careless, thoughtless, friendless*, etc. Have pupils read each word in the column on the board, underline the prefix or suffix, and then tell what the prefix or suffix makes the word mean.)

Word Recognition Techniques

Diacritical marking for short sound of vowels. In the word—(write *men*) we know that the vowel *e* has its short sound because *men* is a one-syllable word and there is only one vowel in the word. Here is another way to show that the vowel is short. (Put \sim over the *e*.) This word is—(Write *stub*.) Is the vowel short? Who can put the mark over it to show that it is? (Repeat with *land, rich, stop*.)

Write this word by syllables and put in the accent. (Write *butter*.) Mark the vowel in the accented syllable to show that it is short. (Continue with *matter, attention, welcome, suddenly*, having the vowel marked only in accented syllable.)

Plurals of words ending in *f*. This word says—(Write *calf*.) Watch carefully to see what I must do to make it mean more than one. (Erase *f*; pause; add *v*; then add *es*. Repeat procedure with *leaf, half*. Erase plural forms and rewrite *calf, half, leaf*; then have pupils

change each word to the plural form.) You found out for yourselves that when a word ends in *f*, we generally change the *f* to *v* before we add *es*.

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 24.

2. Independent reading.

Streets and Roads, pages 124–39. (Give help with *naughty*, page 131.)

Finding New Neighbors, pages 109–26. (Give help with *knocker*, *wizard*, page 109; *magic*, page 110; *closets*, page 121.)

3. Other suggested activities. Continue the making of the mural. If possible, begin reading aloud to pupils from *In Reindeer Land* by Thora Thorsmark, published by Row, Peterson and Company. For library books suitable for use with this unit, see page 399.

UNIT 13

Back to Lapland (pages 72–78)

New Vocabulary

beside Einar kill pens

Initial Procedure

Initial preparation. (Have the following on the board.)

1. What hardships did the Lapps have on the way home?
2. What was the meaning of the post on the mountain?
3. How long did it take them to get home?
4. How old was Einar?
5. What is another name for a mother reindeer? Of what use is she to the Lapps?
6. Why did Mother dislike Numpy?
7. What trouble did Numpy get into? What did Einar think had happened? What did the other Lapps think? With which do you agree?

Introducing new words and meanings. The name of someone in today's story is Einar (ī'när). This is the way it looks. (Write *Einar*.)

You have become such good readers that you can write many of the new words before you even see them in print. Lapps put their

reindeer in a pen. What vowel will you use to write *pen*? Prove that you know by writing the word. Check the meaning with the glossary. Use this beginning (write *k*) and write *kill*. There is a double letter on the end. What vowels will you use to write *side*? Prove that you know by writing the word. Now make it say *beside*.

Silent Reading

Contents page. *Locating information; Drawing inferences.* In summer the Lapps drove their reindeer across Norway. As soon as you locate the new story, be ready to tell what time of the year you think it may be in the story today.

Pages 72–73. *Gathering information; Exercising judgment.* When we have many hard things to do, we say we have many—(Write *hard*, pause; then add *ships*.) Read these two pages and be ready to answer questions 1, 2 on the board.

Phrase meaning. What did the Lapps do when they “turned their dogs” on Numpy?

Page 74. *Specific detail.* Careful readers can read this page and answer the next two questions without looking at the page again.

Phrase meaning. What did Father mean when he said Einar was “welcome to try”?

Page 75. *Gathering information.* If you do not like someone, you—(write *dis*; pause; add *like*) him. (Have page read and the next two questions answered.)

Pages 76–78. (Use same techniques with question 7.)

Phrase meaning. What does it mean to have “an angry note” in your voice? To have trouble “in store” for you?

Gathering information from pictures. Drawing conclusions. (Have pupils note that the tent on page 76 and the boots of the men are made of reindeer hide. Stimulate the conclusion that reindeer furnish Lapps with food, clothing, and shelter.)

Oral Reading

Locating information; Understanding main paragraph ideas. There is a paragraph in the story in which every sentence tells about some hardship the Lapps had on the way home. Who can find that paragraph and read it aloud? There is another paragraph which tells about penning up the whole herd. (Continue with “a dangerous valley.”) Why would no sensible Lapp keep a calf-chaser with his herd? Find and read the paragraph which tells.

Vocabulary Enrichment and Extension

Prefix *dis*; Review of *un*. When we put the prefix—(write *dis*) on the word *like* (complete *dislike*), it made the word mean—. What does this word mean? (Write *displease*; then *disagree*, *disbelieve*.) If you tell the truth, you are—(Write *honest*.) If you do not, you are—(Add *dis*.) Many times, but not always, the prefix *dis* means “not.”

What is the prefix on this word? (Write *unending*, *unhappy*, etc., and have pupils tell what each word means.)

Word Recognition Techniques

Syllable division and accent; Diacritical mark for short vowels. Write this word by syllables and put in the accent. (Write *travel*.) Is the vowel in the accented syllable long or short? Put a mark over the vowel to show that it is short. (Continue with *children*, *perhaps*, *desert*, *camel*.)

Plurals of nouns ending in *y*; Review of plurals of nouns ending in *f*. Watch what happens when I wish to make the word—(write *family*) mean more than one. (Erase *y*, pause; add *i*, pause; add *es*. Repeat with *baby*. Then have pupils write the plurals of *company*, *lady*.) When the name of something ends in *y*, we change the *y* to *i* before we add *es*.

What must we do to this word (write *calf*) to make it mean more than one? (Repeat with *half*, *leaf*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 25, 26. Use page 25 as a diagnostic test of the independent reading power of your group. Use a separate reading period. Preface the page by saying that it will tell other interesting things about Lapps. Give help with the words *phrase*, *paragraph*, *sentence* if necessary, but give no further help. When page is completed, have text paragraphs read aloud and the answer to each item discussed.
2. Independent reading.
Streets and Roads, pages 140–54.
Finding New Neighbors, pages 128–41. (Give help with *moccasins*, page 130; *adobe*, page 138.)
3. Other suggested activities. Read chapter 4, “Reindeer Luck and Dog Luck,” from *In Reindeer Land*, to acquaint pupils with methods of marking a herd.

UNIT 14

Off to the Mountains (pages 79–83)

New Vocabulary

become earth freeze frost gun yesterday

Initial Procedure

Initial preparation. (Have the following on the board: *The calf broke away from the herd. in less time than it takes to tell*)

Introducing new words and meanings. What vowel will you use to write *gun*? Prove that you know by writing the word. Use this vowel (write *o*), and write *frost*. Use it again, and write *come*. Change the word to *become*. This words says—(Write *earn*.) Now is says—(Change to *earth*.) What do we mean when we talk about the *earth*?

Silent and Oral Reading

Contents page. *Locating information; Drawing inferences.* The Lapps came back to Lapland when summer was over. Then what season is it now in our story? What season will come next? Where would it be warmer in winter, in the valleys or on the mountaintops? Now locate the new story and see if you can explain the title.

Pages 79–83. *Predicting outcomes; Exercising judgment.* Read the entire story; enjoy the pictures as you go along; but keep your mind on what you are reading. Third-grade readers will not look up from their books until they are through. Be ready to tell what you think will happen to Numpy in tomorrow's story and why. (Be sure to be with the group while silent reading is being done to stimulate concentration, not to give unnecessary help. If any pupil asks for a word, tell the word, but keep track of the word asked for. When reading is completed, write the word on the board; then have some pupil, preferably the pupil himself, tell what clues should have been used to unlock the word. Do not stress speed of reading, but keep track of the order in which silent reading is completed. Ask the first reader to finish to answer the question for which the reading was done, to be sure that fast reading is not careless reading.)

Phrase and sentence meaning. Explain what the sentence and phrase on the board meant in your story.

Word clues. How did you help yourselves with—(write *freeze* and *yesterday*; then erase and have words rewritten without help)?

Locating and gathering information. This story has so much important information in it that it will bear rereading. Turn to page 27 in your Workbook; reread the story as you answer each question. (When Workbook page is completed, have each answer read aloud, also that portion of the text which proves that the answer is correct. Give additional information about the long night beyond that furnished by the text, and also explain about the midnight sun. Diagnose the independent work habits of the group. Remember, this group is being prepared for the intermediate grades where ABILITY TO COMPREHEND NEW CONTEXT AND TO WORK INDEPENDENTLY IS SO IMPORTANT.)

Word Recognition Techniques

Adding er, est to adjectives ending in y. Watch what must be done to change—(write *happy*) to *happier*. (Proceed as in previous similar situations; then have pupils add *er* and *est* to *early*, *juicy*, *lovely*, etc. Have each word used in a sentence.)

Adding er, est to adjectives ending in e. This word says—(write *late*), and this word says—(Write *later*.) What we really do to add *er* to *late* is to drop the final *e* and add *er*. (Illustrate by changing *late* to *later*; then have pupils add *er* and *est* to *strange*, *fine*, and *safe*, using each comparative form in a sentence.)

Syllable division and accent; Diacritical mark for short vowels. (Have pupils write each of the following words by syllables, put in the accent, and then mark the short vowel in each accented syllable: *yesterday*, *yellow*, *interest*, *pleasant*, *begin*, *begun*, *running*, *tumble*.)

Visual perception of difficult words. Watch how each of these words begins. (Write *early*, *earn*, *earth*, underlining *ear*.) These three letters have the same sound in the word—(Write *learn*; then erase words and have them rewritten. Review *any*, *among*, *great*, *sure*, *dead*, *busy*, *toward*, *wrong*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 28, 29. Use page 28 as a diagnostic test of the independent reading power of your group. Follow suggestions used for silent reading in this unit. Be sure completed page is thoroughly discussed.

2. Independent reading.

Streets and Roads, pages 155-71.

Finding New Neighbors, pages 142-60.

UNIT 15

Danger on the Mountain (pages 84-88)

New Vocabulary

danger howl king wolf

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ The herd ran wildly away.
- _____ Father fired his gun at a wolf.
- _____ Einar hurried to catch up with Father.
- _____ Father and Einar heard the howl of the wolf pack.
- _____ Numpy and Einar rounded up the herd
- _____ All the Lapps together killed most of the wolf pack.
- _____ Numpy killed the wolf.
- _____ Father forgave Numpy and shared his dinner with him.
- _____ A wolf jumped on Father.
- _____ Father laid down his gun.

Introducing new words and meanings. This mark (make ˘) over a vowel shows that the vowel has its short sound. And this mark (make ˉ) means the vowel has its name or long sound. The first syllable in this word (write *danger*, then *dān'ger*) says —. What sound will *g* have in the last syllable and why? The word says —. Use this part (write *ow*) and write *howl*. Check the meaning of both words with your glossary. Use this beginning (write *k*) and write *king*.

Silent Reading

Contents page. *Locating information; Drawing and verifying inferences.* Find the title of the new story on the contents page, but do not turn to the opening page. Remember what we thought might happen to Numpy. What do you think the title means? Turn to the opening page and see if you change your minds. Now who do you think killed the calves?

Each of the animals in the picture is a—(Write *wolf*.) Who can change the word to make it say *wolves*?

Pages 84–88. Determining outcomes. Read the entire story. Find out how things turn out and also what might happen if you went to Lapland today. (Observe the cautions noted in the preceding unit during the silent reading. Say nothing about speed of reading, but check to see how many in the group finish in 5 minutes.)

Organization; Following events in sequence; Oral recall. Good readers should be able to number the sentences on the board in the order in which events happened in the story. (When sentences have been numbered, have the story retold orally, using the numbered sentences as a guide.)

Oral Reading

Establishing standards; Audience reading. (Assign the four stories in the unit "It Happened in Lapland" to four pupils who need some help in oral reading. Proceed as in Unit 11.)

Vocabulary Enrichment and Extension

Classification; Descriptive words and phrases. Throughout the story the Lapps call Numpy many unkind and untrue names. (Write *unkind and untrue*.) Help me list as many as you can remember. Now skim the last page of the story for words or phrases which are—(Write *kind and true*.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels. Remember, if a vowel has its short sound, this mark (make ˘) will tell you so. If the vowel has its long sound, it will be marked this way. (Make ˉ)

Say this word to yourself. (Write *sail*.) Is the first vowel long or short? Mark the first vowel to show that it has its long sound. (Continue with *net, shall, wrote, change*.)

Write this word (write *valley*) by syllables and put in the accent. Now mark the vowel in the accented syllable. (Continue with *pencil, splendid, idea, bellow*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 30, 31.
2. Other suggested activities. Use words from absorption unit, excluding proper names (see page 342) as a diagnostic spelling test.

Use techniques already presented in this Guidebook for any words which cause trouble.

3. Tests. Before beginning the next unit, give the informal tests on pages 32, 33, 34 of the Workbook. A score of 1 is given for each item marked correctly. Pupils should make a score of at least 18 on pages 32 and 34. Allow ample time for page 33, but give no help. Use this test as a diagnostic measure of the independent reading power of individual pupils. Pupils should make a score of 4. Be sure the paragraph is read aloud and answers thoroughly discussed after page has been completed and corrected. Have pupils decide what word clues should have helped them with *difficult* and with any other words which caused them trouble.

UNIT 16

Down an English Lane (pages 90–93)

New Vocabulary

cottages	hedge	reason	shower	tarts	tiptoe
Hastings	lane	rent	straw	thatch	

Initial Procedure

Introducing new words and meanings. The village in today's story is Hastings. (Write *Hastings*.) Hastings is only part of the name. You will find out the rest for yourselves as you read. A certain type of house is a—(Write *cottage*, then *cōt'tage*.) What sound will *g* have and why? The word is —. Instead of having a fence, we sometimes plant bushes around our yards. We call the bushes a—(Write *hedge*.) What sound will the *g* have and why? The *d* and the last *e* are silent. Remember the short sound of *e* for the first vowel, and you know the word says —. Check with your glossary for good meanings for *hedge* and *cottage*. If I want to know why you do something, I want to know the—(Write *reason*, then *rēa'son*.) In this word does *s* have its *s* or its *z* sound?

What vowel will you use to write *rent*? Prove that you know by writing the word. Out in the country you may see a *lane*. Prove that you know what vowels to use, and write the word. Check with the glossary for a good meaning. What long vowel do you hear in the word *toe*?

What vowel do we put on the end of a word to make us know that the first vowel is long? Write the word *toe*. What vowel must you use to write *tip*? Write the word. (Have the word *tiptoe* written.) Use one of these parts (write *ar*, *aw*, *ow*, *er*) and write *straw*. Use two parts and write *shower*. Use the other part and write *tart*; then check with the glossary to find out what a tart is.

Silent Reading

Contents page. *Locating information; Story recall; Drawing inferences.* Our next unit takes us to —. Who used to live there? Whom was he anxious to see again? Then what may happen in this unit? Remember the meaning of—(Indicate *lane*.) Where do you think the first story will take you?

Unit title page. Would *cottage* be the right word for this house? Why? Look closely at the roof. Does it remind you of any other roofs you have seen in this book? How does it differ from the roofs we saw in Norway? Do you see anything you might call a lane?

Page 90. *Picture clues; Story recall; Drawing inferences.* The ship is coming from —. Who may be on it? Why is it coming from Norway, not Lapland? (Emphasize the fact that Mr. Sanders did not go to Lapland.) What is the name of the ship? What way of traveling do you see in the pictures which reminds you of your own country?

Specific detail; Word meanings from context. Read to find out the name of the sea upon which the ship is sailing. Find out also what this word (indicate *lane*) means in England.

Page 91. *Word meanings from context.* This word says *thatch*. (Write *thatch*.) Notice that it begins like *thumb* and that the second *t* is silent. (Watch pronunciation.) Read the page to find out what —(indicate *thatch*) is. Find out also what this word means here. (Write *green*.)

Exercising judgment; Story recall. What is the entire name of the village? Why was it given that name? Have we any village greens in our country? (Have pupils recall the green to which Riddling Dan in *Friendly Village* went for the fiddling bee.)

Page 92. *Gathering information.* Read to find all you can about English gardens and English weather.

Page 93. *Gathering information; Classifying.* Find four reasons for liking Hastings-on-the-Green. Be ready to tell what you might see, hear, and smell if you stood on a certain corner.

Predicting outcomes. Who will be seeing, hearing, and smelling those things before our story is over?

Oral Reading

Locating information; Expressing mood. If you were in England, what would you like best about the country? Find the paragraph which tells about the thing you like best; then read the paragraph aloud in a way to show how much you would enjoy it.

Vocabulary Enrichment and Extension

Suffix *ness*; Review of suffix *y*. A bell can—(Write *tinkle*.) A—(change to *tinkly*) bell is full of —. What do these words mean? (Write *mossy, rainy, showery*.)

This suffix (write *ness*) means being. So—(write *kind*, pause, add *ness*) means being —. Add the suffix *ness* to these words and tell what each word means. (Write *green, crooked, still, dark*, etc.)

When a word ends in *y*, watch what we do before we add the suffix *ness*. (Write *happy*; then change to *happiness*.) Watch what happens when a word ends in the suffix *ly*. (Write *lovely*; change to *loveliness*; then have pupils add the suffix *ness* to *friendly, lazy, silly, homely*.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels. (Write the following words. Have pupils rewrite them by syllables. Have pupils put in the accent mark and then mark the long or short vowel in the accented syllable only: *bicycle, tiptoe, cottage, reason*.)

Plurals of words ending in *fe*. Watch what I do to make the word —(write *wife*) mean more than one. (Erase *e*; pause; change *f* to *v*; pause; then add *es*.) What does the word say now? Use it in a sentence. (Repeat with *life, knife*; erase and have pupils rewrite all six words.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 35, 36.
2. **Other suggested activities.** Continue the mural illustrating the travels of Mr. Sanders. If possible, have someone who has been to England talk to pupils. Collect English pictures for the bulletin board, and things which were made in England for a room collection. Review pupil experiences with *Winnie, the Pooh* and *When*

We Were Very Young by A. A. Milne. For library books suitable for use with this unit, see page 400.

3. Textfilm. See Textfilm manual.

UNIT 17

Excitement in the Air (pages 94-97)

New Vocabulary

buns	direction	hoity-toity	lift	shelf
Bus	gooseberry	kept	Mystery	teatime

Initial Procedure

Initial preparation. (Have the following on the board.)

expect	bake	you're	What was the mystery?
unexpected	cry	it's	
gayly	hurry	won't	
careful		I'm	
		that's	

Introducing new words and meanings. What vowel would you use to write *shelf*? Prove that you know by writing the word. Notice that the word ends in *f*. Make the word say *shelves*. (Continue with *Bus*, *bun*, *lift*.) Use this beginning (write *k*) and write *kept*. Use this vowel pair (write *ea*) and write *tea*, meaning the tea we drink. Make the word say *teatime*. (Give information about the English tea-time and the high tea, or supper.)

In—(write *sta'tion* and *at ten'tion*) the last syllable says —. When you walk toward something, you walk in that—(Write *direction*, then *di rĕc'tion*. Check meaning with glossary.) Some of the English pies or tarts may be this kind. (Write *berry*, then *bĕr'ry*.) Some may be—(Write *blueberry*, *blackberry*.) And some may be—(Write *gooseberry*.) This part (underline *oo*) has the sound it has in *soon*, the *s* has its *z* sound, and the word is —. What do gooseberries look like? Notice that the word *berry* ends in *y*. Who can make the word *berry* say *berries*? When you joke with Mother, does she sometimes say, "Oh, stop your nonsense"? In England mothers say, "Hoity-toity" (write *Hoity-toity*), but they mean the same thing. If you looked everywhere for your cap only to find it on your head, you might say,

"How did my cap get there? That is a mystery." (Write *Mystery*, then *Mys'ter y*; mark the first *y* short.) Check with your glossary to find out what a mystery is. Find out also what a bun is in England. (Give help with *sugar*.)

Vocabulary review. When you hope for something, you—(indicate *expect* in first column on board) it. What does the prefix make the next word mean? (Repeat with the suffixes on *gay* and *care*; have *ing* added to *bake*; *ing*, *es*, and *ed* to *cry* and *hurry*. Then have each contraction read and the two words given which mean the same as the contraction.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located the new story, be ready to tell what you think may happen and why.

Pages 94–97. *Gathering information; Exercising judgment; Predicting outcomes.* Read entire story and be ready to answer the question on the board. (Check to see how many pupils finish reading in 4 minutes. Have pupils decide why the Mystery Bus is called by that name, and what may happen in the next story.)

Word meanings from context. What did the story lead you to think this might be? (Write a *top-hole day*.) What do you think this means? (Write *Master Dan* and explain the meaning of the contraction *Mr.*)

Oral Reading

Locating information. The cakeshop in the early morning and the cakeshop at noon looked very different. Find and be ready to read aloud the two paragraphs which show the difference. Find six different things that were sold in the cakeshop. The first one to find six may read the paragraphs in which he finds them. (Discuss the English penny and the meaning of *three-penny bun*.) Find and be ready to read the paragraph which tells why Mrs. Best would not ride the bus. (Etc.)

Vocabulary Enrichment and Extension

Seeing relationships; Understanding colloquial expressions. In England (write *In England*) people say—(Write *Master Joe*.) What do we say in our country? (Write *In Our Country*.) (Wait for suggestion *Joe*, and write the word; then continue with American expressions for *teatime*, *boity-toity*, a *top-hole day*.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels. (Write the following words; have pupils rewrite them by syllables, place accent, and mark the long or short vowel in the accented syllable: *direction, teatime, mystery, berry*.)

The alphabet: vowels and consonants. Say the alphabet as I write it for you on the board. These letters (write *a, e, i, o, u*) have a special name. They are —. This letter (add *y* to group) is sometimes a vowel, also. All the other letters are called consonants. (Write *consonants*.) Start with the beginning of the alphabet and tell me the names of the consonants as I write them for you. (When consonants have been listed, explain why *y* must also be added to group.)

How sharp are your eyes? Does this word end with a vowel or with a consonant? (Write *hello*; then continue with *bun, bus, pie, tea, sheep, green*, etc.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 37, 38.
2. Independent reading.

Streets and Roads, pages 172–86. (Give help with *mischievous*, page 180.)

Finding New Neighbors, pages 161–74. (Give help with *prairie, buffaloes*, page 161.)

UNIT 18

The Mystery Bus (pages 98–105)

New Vocabulary

apron	castle	honk	notice	sacks	tantalizing
below	flash	met	ordinary	Saturday	us
candy	gathered	moors	rhyme	St. Ives	wives

Initial Procedure

Initial preparation. (Have the following on the board.)

1. What did the driver do while he was driving?
2. Why was the tune tantalizing?

I jolly well know.

Introducing new words and meanings. What vowel will you use to write the word *sack*? Prove that you know by writing the word. Remember to end it like *back*. (Repeat with *us*, *flash*, *met*, *wife*. Have *wife* changed to *wives*.) Recall the part you use in *show* and write *low*. Make it say *below*.

When Mother works in the kitchen, she puts on an—(Write *apron*, then *ă'pron*.) I am sure you like—(Write *candy*, then *căn'dy*.) This day is—(Write *Saturday*, then *Săt'ur day*.) The horn on a car says—(Write *honk*.) The words *duck* and *luck*—(Write *rhyme*.) The *h* is silent, the vowel *y* has its long sound, "i," and the word says —. (Erase and have word rewritten.)

When you tease someone, you—(write *tantalize*, then *tăn'talize*) him. You may be very—(Write *tantalizing*, then *tăn'talizing*.) Christmas is a special day, but today is just an—(write *ordinary*, then *or'dinar y*) day. When you see something, you—(write *notice*, then *nō'tice*) it. What sound will *c* have in the second syllable and why? The word is —. We may say you pick flowers, or we may say you—(write *gather*, then *găth'er*) them. I know a boy who cannot sing, but he can—(Write *whistle*, then *whis'tle*.) Listen carefully as I say *whistle*. Do you notice that the only sound you hear in the second syllable is—(write *l*, but erase at once)? Nevertheless, the syllable is spelled —. If you travel in England, you may see an old—(Write *castle*, then *cas'tle*.) Remember, you will hear just one sound in the second syllable. The word is —. Now check with the glossary for good meanings for—(Indicate *sack*, *ordinary*, *tantalizing*, *gather*, *castle*, *notice*.)

Silent and Oral Reading

Contents page. *Locating information.* (Use in usual way.)

Pages 98–101. *Locating and gathering information.* What is a Mystery Bus? Where will it take you? Read to the bottom of page 101 and see if you can find out. Be ready to answer the two questions on the board. Then answer questions 1 and 2 on page 39 in your Workbook. (Be sure to emphasize good writing and the checking of spelling with the book. When the questions on board have been answered and the answers in the Workbook have been read aloud, have the portions of the text which prove the answers are correct also read.)

Word meanings from context. What did you judge from the story that this sentence meant? (Indicate *I jolly well know*.)

Page 102. (Have page read and questions 3 and 4 on Workbook page answered in usual way.)

Page 103. *Introducing new word.* On this page you will hear about a part of England called the—(Write *moors*.) Make the part say what it does in *look*, and you know the word says —. (Have page read and questions 5 and 6 on Workbook page answered.)

Page 104. *Introducing new words and meanings.* On this page there will be a—(Indicate *rhyme*.) It will be a—(Write *Mother Goose rhyme*.) What Mother Goose rhymes do you know? This rhyme will be about a place called St. Ives. (Write *St. Ives*.)

Exercising judgment; Drawing conclusions. This rhyme is also a riddle. Perhaps you know the answer. If you don't, use your picture, and especially the road sign, to help you. Figure out the answer.

Word meaning from context. Now what do you think a—(write *kit*) is? Check with the glossary to see if you are right.

Page 105. (Have page read and the last question on Workbook page answered in the usual way.) How did you know that this word said—(write *us*)?

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). A carpenter has a—(write *kit*) of tools. What does *kit* mean in that sentence? (Continue with *roll*, meaning to turn, a bun; *note*, meaning a short letter, a sound, to notice; *notice*, meaning to observe, an announcement.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels. (Write the following words; have pupils rewrite them by syllables, putting in accent, and marking the long or short vowel in the accented syllable: *apron*, *below*, *candy*, *gather*, *notice*, *Saturday*, *tantalize*, *whistle*.)

Adding endings to words ending in a consonant preceded by a single vowel. (Review techniques from preceding unit for writing the alphabet, and for the recognition of vowels and consonants.)

Notice that this word (write *wag*) ends in a consonant with one vowel just before the final consonant. Watch what I must do to make the word say *wagging*. (Double the *g*, add *ing*; then repeat techniques with *hop*, *hopped*; *fat*, *fatter*; *wet*, *wettest*; *sun*, *sunny*. Erase and have pupils add endings in the same way to *run*, *stop*, *hot*, *flat*, *fun*. Then

illustrate the fact that the consonant is not doubled when *s* is added to the word.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 40, 41.

2. Independent reading.

Streets and Roads, pages 188–201. (Give help with *guests*, page 194.)

Finding New Neighbors, pages 176–85, 188–95. (Give help with *wear*, page 176.)

UNIT 19

On the Sands of St. Ives (pages 106–13)

New Vocabulary

above	carts	easel	inn	story
artist	cliff	group	portfolio	wings
blew	curious	gulls	scrape	whole

Initial Procedure

Initial preparation. (Have the following on the board.)

housewife Who was the artist? Can you write his name?
storekeepers
background

Introducing new words and meanings; Vocabulary review. Remember the part to use, and write *cart*. Use the part you use in *grew* and write *blew*, the word which means the wind *blew*. Remember the ending to use and write *wing*. Begin your word this way (write *scr*) and write *scrape*. You will hear about some sea birds called *gulls*. Think of the vowel to use and write *gull*. Remember to end it like *will*.

We are on the first floor. There is a room on the second floor just —(write *above*, then *a bove'*) us. Someone who paints pictures is an —(Write *artist*, then *ar'tist*.) He paints at an —(Write *easel*, then *ēd'sel*.) He keeps his picture in a leather case called a briefcase or a —(Write *portfolio*, then *port fō'li o*. Check with glossary.) This word says —(Write *in*.) Another name for a small hotel where travelers

spend the night is an—(Write *inn*.) How do the two words differ? This word says—(Write *hole*.) This word also says *whole*. (Write *whole*.) We use it when we mean all of something, such as a whole pie, the whole story. Which letter in the word is silent? (Erase and have the word rewritten.) A very high rock is a—(Write *cliff*.) Notice the double consonant on the end.

A few people together are called a group. (Write *group*.) Watch the last three letters. (Erase and have word rewritten.) When you want to find out something, we say you are curious. (Write *curious*, then *cū'ri-ous*.) I am curious to find out who can read the compound words on the board and use each one in a sentence. Now we are ready for our—(Write *story*, then *stō'ry*.) I am sure you are—(indicate *curious*) to find out what happens when the Mystery Bus arrives at St. Ives. But first check the meaning of these words with the glossary. (*cliff, curious, group, gulls, easel, inn*)

Silent Reading

Contents page. *Locating information; Drawing inferences.* One boy thought the bus might be going to a castle, another to the seashore. As soon as you locate the story, be ready to tell which one was right and how you know.

Pages 106–7. *Organization; Following events in sequence; Oral recall.* Read these two pages; keep your mind on what happens first, what next, and so on. Then turn to page 42 in your Workbook and number the sentences in groups 1 and 2 in the order in which things happened. (Have the numbered sentences read in correct sequence; then have the story retold, using numbered sentences as a guide.)

Pages 108–13. (Use the same technique and have the third group of sentences numbered.)

Exercising judgment; Drawing conclusions. Now who can answer the question on the board?

Oral Reading

Locating main story divisions. (Have the portion of the story which corresponds with each group of sentences on the Workbook page read aloud.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). (Write the following words on the board: *in, inn; hole, whole; blue, blew*.) Read and erase one of these

words; then use it correctly in a sentence. (When words have all been erased, use each word in a sentence and have pupils write the word you used.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels. (Use techniques from previous units with *easel*, *portfolio*, *suppose*, *instead*, *arrive*, *curious*.)

Adding endings to words ending in a consonant preceded by a single vowel. Make this word (write *sun*) say *sunny*. (Continue with *stop*, *stopped*; *begin*, *beginning*; *big*, *bigger*, *biggest*.)

Integrating reading, writing, and spelling. This word says— (Write *even*, then *ē'ven*.) How many syllables in the word? (Repeat with *ever*, *ēv'er*; *every*, *ēv'er y*; *never*, *nēv'er*. Erase all words and have them rewritten without help.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 43.

2. Independent reading.

Streets and Roads, pages 202–19. (Give help with *gnawed*, page 207; *probably*, page 210.)

Finding New Neighbors, pages 196–214. (Give help with *balcony*, page 200.)

UNIT 20

Danger on the Moor (pages 114-20)

New Vocabulary

collar	fog	nose	stove	tin	tower	worry
dare	mine	short	thick	touch	veil	

Initial Procedure

Initial preparation. (Have the following on the board.)

1. What were the bus driver's reasons for crossing the moors the short way?
2. What five things did you find out about the tin mine?

Sunday morning had been cloudy sunny.

The fog came up suddenly slowly.

The fog was very thin thick.

The color of the fog was black gray.

The fog looked like a veil cloud.

When a fog goes away, we say it ends lifts.

English fogs are unpleasant pleasant.

Traveling in an English fog is safe unsafe.

The trip on the Mystery Bus was taken in winter summer.

Introducing new words and meanings. What vowels will you use to write *nose*? Prove that you know by writing the word. (Continue with *line, stove, fog, tin, mine*.) Some of our food comes in—(indicate *tin*) cans. Why are they called *tin* cans? Where does the tin come from? We use this word (indicate *mine*) to tell about something which belongs to us. But where does coal come from? What would a coal mine look like?

What vowel will you use to write *thick*? Remember to end it like *back*. When you challenge someone to do something, you—(write *dare*) them. Write the word *or*. Change it to *short*.

Use these parts (write *ow, er*) and write *tower*. In the word *eight* this part says—(Write *ei*.) Use that part and write *veil*, meaning the kind of veil Mother wears on her hat. (Check with glossary.) Most dogs have a—(Write *collar*, then *cōllar*.) If you do not come home on time, Mother will—(Write *worry*, then *wor'ry*.) Remember, this part (underline *or*) says what it does in *work*. The word is —. This

word says *touch*. (Write *touch*.) Which letter is silent? (Erase and have word rewritten.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located the new story, be ready to read the title and tell what you think it means.

Pages 114–17 (paragraph 1). *Gathering information.* Read to the end of paragraph 1 on page 117. Be ready to answer the two questions on the board. (When questions have been answered, have the portions of the text which prove that the answers are correct read aloud.)

Pages 117 (paragraph 2)–120. *Specific detail.* The end of the story is very exciting. It tells about an English—(Indicate *fog*.) Read a little more slowly; keep your mind on what you are reading; then see if you can draw a line around the word which finishes each sentence on the board correctly. (When sentences on board have been completed, have pupils turn to page 44 in the Workbook. Emphasize the idea that the information which they need, to tell whether a sentence is true or not, is not always told in the story. But readers who think as they read will know the answers. Have each sentence read aloud and have the reader tell whether it is true or not, and why. The marking of the sentences may be left to be done independently in another period.)

Oral Reading

Audience reading. (Assign the five stories in the unit "It Happened in England" to five pupils who need help in oral reading. Proceed as in Unit 11.)

Vocabulary Enrichment and Extension

Descriptive words. If you say—(write *bell*) I know what you mean. But if you say—(write *a tinkly bell*) I have a much better mind picture of the bell you mean. This word says—(Write *trip*.) Help me add two words to let us know that the trip was taken at the end of the week. (Continue with *thatch-roofed cottages*, *moss-covered bridges*, *a village green*, *a three-penny bun*, *a tantalizing tune*, etc.)

Word Recognition Techniques

Syllable division and accent; Diacritical marking of long and short vowels. (Use the usual techniques with *chimney*, *collar*, *preacher*, *hundred*, *ago*, *agree*.)

Adding endings to words ending in *e*, in *y*, or in a consonant preceded by a vowel. Make this word (write *get*) say *getting*. (Continue with *up*, *upper*; *whistle*, *whistling*; *story*, *stories*; *try*, *trying*, *tries*; *drive*, *driver*.)

Integrating reading, writing, and spelling. Remember, when a word begins with—(write *q*), you always see this letter also. (Write *u*.) This word has how many syllables? (Write *quite*.) Mark the vowel you hear. This word (write *quiet*) has how many syllables? Write the word by syllables, and mark the vowel in the accented syllable. (Check meaning of *quiet* with glossary. Erase and have words rewritten. Review *even*, *ever*, *every*, *never*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 44, 45, 46.
2. Independent reading.
Streets and Roads, pages 220–33.
Finding New Neighbors, pages 215–24. (Give help with *Czech*, page 215.)

UNIT 21

Mystery and More Mystery (pages 122–25)

New Vocabulary

chatter	glow	oven	visitors
cheery	merrymakers	since	woman

Initial Procedure

Initial preparation. (Have the following on the board.)

hurry	welcome	suddenly	friendless
worry	get	cheery	tearful
		darkness	

Introducing new words and meanings. Write the words *is* and *it*. Now the word *visit*! Someone who visits you is a—(Write *visitor*, then *vīs'i tor*.) Be sure to watch the last two letters. (Underline *or*; then have word erased and rewritten.) Use the part you hear in *show* and write *glow*. What do you mean by the glow of a fire? Write *at*. When we talk with someone, we may chat. Make *at* say *chat*. We may even—

(Write *chatter*, then *chăt'ter*.) Check both *glow* and *chatter* with the glossary.

If you are sad, you need to—(write *cheer*) up. When you cheer up, your voice may sound cheerful or—(Write *cheery*, then *cheer'y*). You may act very—(write *merry*, then *mĕr'ry*) and—(write *māke*) everyone feel gay. Then you will be a—(Write *merrymaker*.)

In order to bake, your mother must have a stove with an—(Write *oven*, then *ov'en*.) Your mother is a—(Write *woman*, then *wom'an*.) You have been in school—(write *since*, underlining *in*) nine o'clock. What sound will *c* have and why?

Vocabulary review. Make this word on the board (indicate *hurry*) say *hurrying*. (Continue with *worried*, *welcoming*, *getting*.) Draw a line under the suffix on *suddenly*; then tell what it makes the word mean. (Repeat with the other words in the last two columns.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Ever since we began to read about England, we have been expecting Mr. Sanders. How does the title of the next unit make you feel and why? Have you any idea why the first story is called by that title?

Page 122. *Exercising judgment; Drawing conclusions.* How do you think the travelers on the Mystery Bus felt when they returned home that night? Help me list some words which tell. (When words are listed, lead pupils to see that *tired* tells best how they felt.)

Read page 122 and find out how Miss May's feelings change and why. (Again list words and choose *worried* as the one which tells best how she felt.)

Page 123. (Use same techniques, choosing the word *surprised*.)

Pages 124–25. *Gathering information from pictures.* Remember the time it is. Remember also the day it is. Now what two things surprise Miss May very much as she stands in the doorway? One of these things was not a surprise for you. Why not?

Exercising judgment; Drawing conclusions. When guests come to your house, does Mother take them to the kitchen and start baking? Can you explain what is happening? Read these two pages and find out how Mrs. Best explains why she wasn't in the door waiting for May. What do you think made the day so short?

Associational reading. Do days when you have lots of fun seem short to you?

Oral Reading

Expressing the mood of story. How do you feel when you are worried? How do you think your voice would sound? Who can read page 122 and make us know by your voice that you are as worried as Miss May? (Repeat with *surprised* for page 123, also for pages 124-25.)

Vocabulary Enrichment and Extension

Enriching word concepts. How many things do you know which can glow? (sunset, cat's eyes, candle, firefly, etc.) How would you feel and look if you were—(write *cheerful*, then *cheerless*)? What are you when you are a—(write *chatterbox*)?

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels. (Write the following words; have pupils rewrite them by syllables, place the accent, and then mark the long or short vowel in the accented syllable: *chatter*, *merry*, *visitor*, *forgotten*, *cake-shop*, *table*.)

Integrating reading, writing, and spelling (syllable *tion*). Say the word—(Write *station*, then *stā'tion*.) How do you pronounce the second syllable? How do you spell it? (Repeat with *at tēn'tion*, *dī rēc'tion*; erase and have words rewritten without help.) That syllable will help you spell many other words. Use this letter (write *c*) and write *action*. (Continue with *mention*, *nation*, *notion*, *motion*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 47, 48. Have the paragraph about the word *kitten* read aloud and discussed before page 48 is done independently.
2. Independent reading.
Streets and Roads, pages 234-48. (Give help with *enemy*, page 240; *flood*, page 244; *during*, page 246.)
Finding New Neighbors, pages 226-37. (Give help with *Juan*, page 226.)
3. Other suggested activities. If Sight Vocabulary Word Cards for the Third Grade are available, use cards 15-21, 23-27, as flash cards.

UNIT 22

The Whole Story (pages 126-31)

New Vocabulary

bit breeze foolish forth indeed pond rosebush

Initial Procedure

Initial preparation. (Have the following on the board.)

strange chuckle snap softly colorful stillness
tantalize silly grassy colorless

Introducing new words and meanings. What vowel will you use to write *pond*? Prove that you know by writing the word. (Repeat with *bit*.) The boys threw the ball back and forth. (Write *forth*.) You read very well—(Write *indeed*, then *in dēed'*.)

Vocabulary review. Make the word *strange* say *stranger*. (Be sure *e* is erased and *er* added. Continue with *tantalizing*, *chuckled*, *sillier*, *snapped*.) Draw a line under the suffix on *softly*; then tell what the suffix makes the word mean. (Continue with the rest of the words in the same way.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Mr. Sanders is in Mrs. Best's kitchen. But how did he get there? As soon as you have located the next story, be ready to tell me whether I might find out in today's story and how you know.

Pages 126-27. *Gathering information.* These two pages tell of a beautiful English garden. Read to find out at least six things about that garden. (List on the board the items that are given.)

Word clues. What clues helped you with—(write *rosebush*)?

Pages 128-29. *Verifying information.* What things do you see in this picture to add to our list?

Drawing inferences. Why doesn't Mrs. Best rise from her chair to meet her guests?

Gathering information. Since you think she is asleep, read to find out what wakes her up.

Word clues. What helped you to know that this word said—(write *breeze*)? Check the meaning with the glossary.

Pages 130–31. *Associational reading*. How would your mother feel if guests found her asleep under an apple tree? Read until you know how Mrs. Best felt and acted.

Word clues. What helped you to know that this word said—(write *foolish*)?

Gathering information. Read to the bottom of page 131. Find out whether Mrs. Best knows Mr. Sanders after all these years. Find out what mischief Mr. Sanders got into when he was a boy.

Oral Reading

Locating information. Find and be ready to read aloud the three paragraphs which tell about the garden. The one which gives the reason why Mrs. Best fell asleep! (Etc.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word (write *light*) in a sentence and make it mean the glow of a fire. Use it to tell what the sea gulls did on the water. (Continue with *trip*, meaning to travel, to stumble, to walk quickly; *catch*, meaning a catch of fish, a game, etc.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels. (Write the following words on the board; have pupils rewrite them by syllables, place accent, and then mark the long or short vowel in the accented syllable: *indeed*, *rosebush*, *kitchen*, *open*, *rocking*, *apple*.)

*Integrating reading, writing, and spelling (syllables *tion*, *ble*)*. In the word *station*, this syllable (write *tion*) is pronounced —. Use it and write *attention*. (Continue with *station*, *direction*, etc.)

In the word—(write *tŭm'ble*) how many letters are there in the second syllable? How many sounds do you hear? What letter is silent? You hear only two sounds, but the syllable is still spelled —. (Erase word; then have pupils write *able*, *table*, *tumble*, *stumble*, *crumble*, etc.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 50.
2. Independent reading.

Streets and Roads, pages 250–68. (Give help with *huge*, page 260.)

Finding New Neighbors, pages 241–59. (Give help with *sleigh*, page 243.)

3. Other suggested activities. If Sight Vocabulary Cards for the Third Grade are available, use cards 2-4, 8, 13, 32, 46-47, 49-50 as flash cards.

UNIT 23

The Whole Story (*cont.*, pages 132-38)

New Vocabulary

farther fill fix noise often shade shadows

Initial Procedure

Initial preparation. (Have the following on the board.)

hope	lovely	stop	worry
hope	noise	stop	worry
hope	chuckle	stop	worry

Introducing new words and meanings. What vowel will you need to write *fill*? Prove that you know by writing the word; there will be two *l*'s at the end. (Repeat with *shade*.) This word says—(Write *six*.) Make it say *fix*. This word is—(Write *shadow*, then *shăd'ow*.) When you do something over and over, you do it often. (Write *often*, then *of'ten*.) Listen as I say the word again. How many sounds do you hear in the last syllable? But how is the syllable spelled? (Erase and have word rewritten.) The *s* has its *z* sound. So this word says—(Indicate *noise* and underline *oi*.)

Vocabulary review. Make this word (indicate *hope*) say *hoping*. (Continue with *hoped*, *hopes*; *loveliness*; *noisy*; *chuckling*; *stops*, *stopped*, *stopping*; *worrying*, *worries*, *worried*. Check *chuckle* and *loveliness* with glossary.)

Silent Reading

Pages 132-38. *Organization; Following events in sequence.* Recall for a moment how the cakeshop looked at noontime. Is this a good day for Mrs. Best to have guests? What will she do about it? Read the rest of the story; then turn to page 49 in your Workbook. Number the sentences in the order in which things happened in the story; then stop. Remember, third-grade readers do not look up until

they are through with their jobs. (Diagnose silent reading habits of the group. How many finish reading in 7 minutes? Have the sentences read in correct sequence. Have the story retold, using the sentences as a guide.)

Word clues. What clues did you use to help you with this word? (Write *farther*.)

Oral Reading

Main story divisions. Some of today's story took place on Saturday. Decide which part of the story that is and be ready to read that part aloud. (Repeat with *Sunday*.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word (write *fix*) in a sentence and make it mean to mend. Now use it to show that you are in trouble. (Continue with *tin*, meaning a pan, a metal; *rest*, meaning the remainder, to relax; *lift*, meaning to raise, the term for an elevator in England.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels. (Use usual procedure with *shadow*, *remember*, *teatime*, *herself*, *expect*.)

Integrating reading, writing, and spelling (syllable *ten*). Remember that in the word—(write *of'ten*) you hear only one sound in the second syllable. What sound is that? But how is the syllable spelled? (Erase and have the word rewritten; repeat with *listen*, *fasten*, *fatten*, *kitten*, *mitten*, *forgotten*, *rotten*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 49 (have page completed), 51.
2. **Independent reading.**
Streets and Roads, pages 269–81. (Give help with *reward*, page 277.)
Finding New Neighbors, pages 260–78. (Give help with *patrol*, page 260.)
3. **Other suggested activities.** If Sight Vocabulary Cards for the Third Grade are available, use cards 65-67, 69-70 as flash cards.

UNIT 24

Tell Us What Happened (pages 139-41)
Excitement in the Cakeshop (pages 142-44)

New Vocabulary

fortunate	Monday	sent
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Initial Procedure

Initial preparation (Have the following on the board.)

whistle	self	hope
sun	wife	hop
family	snap	hope
run	pretty	hop

Introducing new words and meanings. Mother sent you to the store. Prove that you know what vowel to use, and write *sent*. When you are very lucky, you are—(Write *fortunate*, then *for'tu nate*.) Check with the glossary to see whether I gave you the right meaning.

Vocabulary review. Make this word (indicate *whistle*) say *whistling*. (Continue with *sunned*, *families*, *running*, *selves*, *wives*, *snapped*, *prettier*, *hoped*, *hopped*, *hoping*, *hopping*.)

Silent Reading

Contents page. *Locating information; Drawing inferences*. As soon as you have located the new story, be ready to tell who might have said what is told in the title and to whom it might have been said.

Pages 139-41. *Recalling story details*. Maybe you are right, and Miss May will tell all the things which happened on the trip. Will she remember everything? Read the entire story; then see whether you can remember some details which Miss May forgot.

Exercising judgment. Now do you think the first sentence on page 141 is true or not?

Pages 142-44. *Oral recall*. Read the next story so carefully that when you close your book, you can tell everything that happened. Be a better storyteller than Miss May. (Have the storyteller checked for missing details.) What helped you to know that this word said—(write *Monday*, then *Mon'day*)?

Specific details. (When story has been retold, have pupils open their Workbooks to page 53, read questions 1-6 silently, and then tell how many they are sure they can answer without turning to their books. Take the occasion with certain pupils to emphasize more careful reading. Then have pupils turn to the books to find the answers they do not know and have each question answered orally.)

Oral Reading

Audience reading. (Assign the four stories in the unit "Visitors from Across the Sea" to four pupils who need help in oral reading. Proceed as in Unit 11.)

Vocabulary Enrichment and Extension

Prefix *re*. Sometimes you—(write *read*) a story. Sometimes I ask you to—(Add prefix *re* and have word read.) What does the prefix *re* make the word mean? (Continue with *return*, *refill*, *revisit*, *remake*, *relearn*.)

Classification. How many things will you remember about—(Write *English Houses*, get varied suggestions; then proceed with *English Gardens*, *St. Ives*, *An English Village*, *A Mystery Bus*, *Mrs. Best*, etc.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules for accented syllables. (Write the following words on the board; have pupils rewrite them by syllables and place accent, and then mark the long vowel in the accented syllable: *preacher*, *arrive*, *excitement*, *easel*, *railroad*, *indeed*.) Check each word. How many vowels do you see in each accented syllable? What do you know about the second vowel? Listen as you say the word, and you will find out. When there are two vowels in an accented syllable, the first vowel is generally but not always _____, and the second vowel is _____.

Integrating reading, writing, and spelling (*ought*). You ought to know this word because it says—(Write *ought*.) Take a good eye picture of the word. (Erase and have word rewritten.) Change the word to *bought*. (Continue with *brought*, *thought*, *fought*, *sought*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 52, 53, 54, 55. Use page 54 as a diagnostic test of the independent reading

- power of your group. Use the same procedure as that suggested for page 25, Unit 13.
2. **Other suggested activities.** Use phonetic words from absorption unit (see page 343) as a diagnostic test.
 3. **Tests.** Before beginning the next unit, give the informal tests on pages 56, 57, 58 of the Workbook. A score of 1 is given for each item marked correctly. Pupils should make a score of at least 5 on page 56; 20 on page 57; and 7 on page 58. On page 56 be sure the page is thoroughly discussed after completion. Review suggestions given for page 33, Unit 15.

UNIT 25

Sailboats and Wooden Shoes (pages 146-51)

New Vocabulary

clap	cupboard	loaves	room	smocks
cobblestone	float	masts	shut	sunset

Initial Procedure

Initial preparation. (Have the following on the board.)

rock	dance	family	slide
sun	bake	shelf	delight

Introducing new words and meanings. What vowel will you use to write *shut*? Prove that you know by writing the word. (Continue with *sun*, *set*, *sunset*, *clap*.) Use this vowel pair (write *oa*) and write *float*. (Continue with *loaf*; then have word changed to *loaves*.) Use the right part and write the word *room*.

The only word with which you will need help is *cupboard*. (Write *cupboard*, then *cup'board*.) The first syllable is the word—. The last syllable is the word—. (Underline *oa*.) *Cupboard* got its name from the board on which people used to keep cups. The word is spelled as if it said—, but we pronounce it—.

Vocabulary review. Add a suffix to the word *rock* to make it mean full of rocks. (Continue with *sunny*, *dancing*, *baker*, *families*, *shelves*, *sliding*, *delightful*.)

Silent Reading

Contents page. *Locating and gathering information.* The next unit takes us to—. We know about the sailboats with gay-colored

sails, but the first story title gives some more interesting information. What other country do you know about where they wear wooden shoes?

Unit title page. *Gathering information from pictures.* How many things can you learn about Brittany from this picture? (Discuss especially the costumes of the people and the use of the fishing nets.)

The tall poles to which the sails are fastened are the—(Write *masts*.) The long loose coats of the men remind me of something Mother sometimes wears over her dress when she is working. They remind me of—(Write *smocks*.) Notice the rounded stones on the shore. They are called—(Write *cobblestones*, then *cōb'ble stones*.)

Pages 146–51. *Gathering information from pictures.* What direction is England from Brittany? In what direction would you have to travel to go from England to Brittany? In what two ways might you make the trip? In what ways do Brittany houses remind you of England? In what two ways have the people made use of the cobblestones? (Continue with each of the other pictures. Have pupils identify as many things as possible in the page borders. A better picture of a lobster can be found on page 156.)

Gathering information; Classification. Now read the entire story to find out as many interesting things as you can about—(Write the following headings on the board: *Houses, Streets, Shops, Sailboats, Beds, Dress of the People*. When reading is completed, list pupils' suggestions under each head; then have story reread to add omitted details. Be sure to have a foot ruler and a yardstick on hand so that pupils can estimate the length of the loaves of bread.)

Phrase meaning. You found that the boats set sail for—(Write *the fishing grounds*.) What is meant by *grounds*?

Oral Reading

Understanding main ideas of paragraphs. Today we will have fun with our Workbooks. Turn to page 59. (Have directions at top of page read aloud and discussed. Have the sample checked for accuracy and the paragraph read aloud. As soon as a pupil has located the page and paragraph for the next main idea, have him give the page and paragraph numbers and read the paragraph aloud to prove that he is right. Do not have page and paragraph numbers written in at this time.)

Skimming; Exercising judgment. Now finish the page. Carry out

the directions without help; then be ready to answer questions 1-3 and to read the sentence from your story that proves your answers are right.

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word (write *ground*) in the way it was used in today's story. (Continue with *ground*: earth, something put through a grinder, to ground a plane, etc; *feet*: a measure, feet to walk upon; *yard*: lawn, a measure, freight yards, etc.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules for accented syllables. Write each of these words by syllables; put in the accent; then mark the vowel in the accented syllable. (Write *bottom*, *cobblestone*, *perhaps*, *village*, *hammer*, *window*.) Check each word to see how many vowels there are in each accented syllable. Notice that each vowel is in the middle of the accented syllable. When there is one vowel in an accented syllable and that vowel is in the middle of the syllable, the vowel generally has its short sound.

Adding the ending *en* to familiar words. This word says—(Write *hard*.) Make it say *harden*. How many syllables do you hear in *harden*? Write the word by syllables. Use the word in a sentence to tell what candy will do if you put it where it is very cold. (Continue with *brighten*, *wooden*, *blacken*, *olden*.)

This word is—(Write *give*.) Watch what I do when I add *en* to this word. (Erase *e*, add *en*.) How many syllables are there in *given*? Remember, every syllable must have a vowel. Write *given* by syllables. Use it in a sentence. (Continue with *widen*, *frozen*, *taken*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 59, 60. Complete page 59.
2. Textfilm. See Textfilm manual.
3. Other suggested activities. Continue with the mural. Make a collection of pictures from France for the bulletin board. Have someone who has been to France talk to the group if possible. For library books suitable for use with this unit, see page 400.

UNIT 26

A Wise Idea (pages 152-57)

New Vocabulary

Ann	clothes	Fete	pass	tight
blessed	Concarneau	held	priest	trousers
chest	festival	lobster	though	Yvon

Initial Procedure

Initial preparation. (Have the following on the board.)

A Daydream

Yvon's Wise Idea

1. On what festival day do people in Brittany have the best time? How do you know?
2. What is Concarneau?
3. What bad luck or dangers might fishing boats run into?
4. Why do you think the priest blessed the boats?

Introducing new words and meanings. Remember the vowel to use and write *chest*. Check with the glossary for its meaning in today's story. Now write *held*. We use this word to tell about the clothes we wear. (Write *clothes*.) Take a good eye picture of—(Underline *the*; erase and have word rewritten.) Boys wear—(Write *trousers*, then *trou'sers*.) This word says—(Write *right*.) Make it say *tight*. (Repeat with *grass*, changing to *pass*.)

In churches we sometimes see a minister and sometimes a—(Write *priest*, underlining *pr*.) When a minister asks God to protect you, he asks God to—(write *blëss*) you. Now the word says—(Add *ed*.) Sometimes Mother will not let you do something—(Write *even though you want to do it*.) The sense of the phrase helped you to know that this word (indicate *though*) said—. What three letters are silent? (Erase *though*; then have it rewritten.) In the border on one of the pages we saw a—(Write *lôb'ster*. Take time to have pupils tell what they know about lobsters; add information about methods of catching lobsters, change in color when dropped into boiling water, etc.)

When we go to a foreign country, the names of the people are sometimes like our own and sometimes different. A girl in today's

story is—(Write *Ann.*) The boy is Yvon (*ē vōn'*). His name looks like this. (Write *Yvon.*) A place to which he would like very much to go is Concarneau (*kōn kār nō'*), and that word looks like this. (Write *Concarneau.*)

Christmas is a special day which is sometimes called a—(Write *fēs'tival.*) Check with the glossary to find out what a festival is. What other festival days do we have in the year? In Brittany people have a name of their own for a festival. They call it a *Fete* (*fāt*). Today you will read about the—(Write *Fete of the Blue Nets.*) What do you think is meant by the—(indicate *Blue Nets*)? The—(indicate *Fete*) is held at—(indicate *Concarneau*) and—(indicate *Ann*) and—(indicate *Yvon*) want to go to the—(Indicate *festival.*)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Someone in today's story must have been doing some thinking. As soon as you have located the new story, be ready to tell me how I know.

Pages 152–53. *Picture clues; Drawing inferences; Identifying details.* (Have pupils judge the time of day and decide whether the fishing boats are going or coming. Have them identify details such as the corks on the fishing nets, the lobster pot, etc.)

Gathering information. On these two pages Yvon is having—(Indicate *A Daydream.*) Read to be able to tell us everything he expects to do if his dream comes true.

Pages 154–56. (Use similar techniques for *Yvon's Wise Idea.*)

Page 157. *Gathering information; Exercising judgment.* This page requires a different kind of reading. You will not find in the story the answers to all the questions on the board, but if you think as you read, you will know the answers. It might be well to—(write *reread*) the page.

Oral Reading

Understanding main story divisions. (Discuss the idea that the story divides itself into three parts: Yvon's daydream, his wise idea, and the part which tells about The Fete of the Blue Nets. Have the three parts read orally.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Point to your—(Write *chest.*) Now use this word in a sentence with the meaning it had in today's story.

(Homonyms). Read and erase one of these words; then use it correctly in a sentence (Write *oh, owe, one, won*. When words have been erased, use each one in a sentence and have pupils write the word you used.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Rules for vowels in accented syllables. (Write the following words on the board; have pupils rewrite them by syllables and place accent, and then mark long or short vowel in each accented syllable: *yellow, dreamy, follow, whisper, before, people*.) Now check each word. In which words are there two vowels in the accented syllable? Is the first vowel long? In which words is there just one vowel in the accented syllable? Is the vowel in the middle of the syllable? Is the vowel short?

Integrating reading, writing, and spelling (syllable *tle*; review of *tion, ten, ble*). Say the word *whistle* as I write it by syllables. (Write *whis'tle*.) How many sounds do you hear in the last syllable? What two letters are silent? But how is the last syllable spelled? (Erase, and have the word rewritten. Continue with *castle, settle, bottle, cattle*, etc. Review *station, tumble, listen*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 61, 62.
2. Independent reading.

Streets and Roads, pages 282–97.

Finding New Neighbors, pages 280–88. (Give help with *swapping*, page 280.)

UNIT 27

Important Work to Be Done (pages 158–62)

New Vocabulary

astonished	cone	hates	shape	strong
bait	crates	lad	sigh	trap
caught	drop	logs	slats	

Initial Procedure

Initial preparation. (Have the following on the board.)

worry	Who do you think Marie was?
sit	
wood	Another name for a lobster pot is a lobster _____.
chuckle	It is made of wooden _____.
twinkle	In the middle is a place for _____.
	It looks like a fruit _____.
	In each end is a _____.
	The net is shaped like a _____.

Introducing new words and meanings. Today you can write most of your new words before you even see them in print. Prove that you know what vowels to use and write the word *crate*, meaning the crate in which a grocer keeps oranges. (Continue with *cone*, *hate*, *shape*, *drop*, *lad*, *trap*, *slat*.) If you can write *dog*, you can also write *log*. Use one of these vowel pairs (write *ai*, *ea*, *oa*) and write *bait*, the bait you use to catch fish.

Since this word says—(write *long*), this word says—(Change to *strong*; then repeat with *high* and *sigh*.) In the word—(write *because* and underline *au*) the part I underlined says —. Use what you know to help you get—(Erase *because* and write *caught*.) If I were to give you a big surprise, I would—(write *astonish*, then *as tōn'ish*) you. Something in today's story is going to—(indicate *astonish*) you, I am sure. Check the meaning of *bait*, *astonish*, and *slats* with your glossary.

Vocabulary review. These words say—(Write *where*, then *ever*.) Watch what happens when we put them together to make the compound word—(Write *wherever*.)

In today's story you will hear about an—(Write *inlet*; then make a quick sketch to illustrate the meaning.)

Make the word *worry* on the board say *worried*. (Continue with *sitting*, *wooden*, *chuckled*, *twinkling*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located the new story, be ready to tell to what work the title refers.

Pages 158–62. Exercising judgment; Drawing conclusions. Read the entire story and see if you can figure out the answer to the question on the board. The story won't tell the answer, but thinkers can figure it out. Remember, third-grade readers do not look up until they are through reading. (How many pupils finish the silent reading in 5½ minutes?)

Specific details. You did very well at figuring out that Fisherman Jack's Marie was Mrs. Sanders. Did you do as well at remembering some important details told by the story? If you did, you can finish each sentence on the board. If there is any sentence you cannot finish, go back to your story to find the answer. (Have sentences completed, read aloud, and discussed.)

Oral Reading

Main paragraph ideas. Again we will have some fun with a Workbook page. Turn to page 63. (Use techniques from Unit 25, having pupils locate the paragraph for each main idea, give the page and paragraph number, and then read the paragraph aloud to prove its correctness.)

Vocabulary Enrichment and Extension

Synonymous meanings. (Write the following words on the board: *astonished, lad, bait, sigh, festival, smocks, fortunate, foolish, chatter, cheery, glow.*) Read and erase the word which means surprised. A boy! (Continue in similar way.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules for accented syllables. (Write the following words; have pupils rewrite them by syllables, place accent, and then mark the long or short vowel in the accented syllable: *table, station, idea, ago, bicycle, notice.*) How many vowels are there in each accented syllable? Does that vowel come at the beginning, in the middle, or at the end of the syllable? Remember, when there is one vowel in an accented syllable and that vowel comes at the end of the syllable, the vowel is generally long.

Integrating reading, writing, and spelling (*ough*). I am sure you can learn to write and spell this word even—(write *though*) it is difficult. Watch this letter group. (Write *ough*.) Which letter in the group do you hear in *though*? Which three are silent? (Erase word and

letter group, and have word rewritten several times.) Use that same letter group and write *dough*, meaning the dough Mother makes when she makes a pie or bread.

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 63, 64. Complete page 63.
2. Independent reading.
Streets and Roads, pages 298–315. (Give help with *daughter*, page 298.)
Finding New Neighbors, pages 290–303.
3. Other suggested activities. If Sight Vocabulary Cards for the Third Grade are available, use cards 9–12, 29–30, 33–34, as flash cards.

UNIT 28

Troubles (pages 163–72)

New Vocabulary

claw	gentleman	peg	skirt	soup	surface	torn
dry	heavy	sauce	slip	stall	swirling	
finally	imagine	serve	snails	stumbled	temper	

Initial Procedure

Initial preparation. (Have a real snail if possible; a picture will do if a real snail is not obtainable. Have the following on the board.)

slip	finally	Take it easy!
stumble	loveliness	a noted cook
heavy	careful	
dry		

Introducing new words and meanings. What vowel will you use to write the word *peg*? Prove that you know by writing the word. What is a *peg*? (Repeat with *slip*, *dry*.) Write *all*. Make it say *stall*; then tell what a stall is. (Repeat with *tumble–stumble*.) Use one of these parts (write *aw*, *ir*), and write *claw*. Use the other and write *skirt*; begin it like *sky*. What long vowel do you hear in the word *torn*? Write *torn*, and mark the vowel. Use this part (write *er*) and write *serve*. There is a silent *e* on the end. Now use one of these vowel

pairs (write *ea*, *oa*, *ai*) and write *snail*. (Discuss picture of snail or the real animal. Emphasize large size of edible snails.)

Do you like apple—(write *sauce* and underline *au*)? What sound will the *c* have and why? The word is —. A boy who gets angry very easily has a bad—(Write *temper*, then *tēm'per*.) What sound will *g* have in the first syllable of this word and why? (Write *gentle*, then *gēn'tle*.) The word is —, and the man who never forgets to be polite is a—(Write *gentleman*.) Something which weighs many pounds is very—(Write *heavy*, then *hēav'y*.) Notice that even though there are two vowels in the first syllable, the first vowel has its _____ sound. Sometimes we have soup (write *soup*) for lunch. Watch this letter very carefully. (Indicate *u*; then erase word and have it rewritten several times.)

If we make believe we are in Brittany, we—(write *imagine*, then *im āg'ine*) we are there. The *g* has its soft sound. The word is —. We might say that school is over at last. We might say it is—(write *finally*, then *fi'nal ly*) over. When we see water going round and round in circles, we might say we see it—(Write *swirl*, underlining *sw* and *ir*.) It is—(Add *ing*.) Check the meanings of *finally*, *imagine*, and *swirling* with the glossary.

Make the word *slip* on the board say *slipping*. (Continue with *stumbling*; *heavily*; *drying*, *dried*, *dries*.) Draw a line under the suffix on the word *finally*; then tell us what it makes the word mean. (Repeat with *loveliness*, *careful*.)

Silent and Oral Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located the new story, be ready to tell whether this is Yvon's lucky or unlucky day. Try to—(indicate *imagine*) what may have happened.

Pages 163–65. *Gathering information.* Read to the bottom of page 165; then answer questions—(write 1, 2, 6, 7) on page 65 in your Workbook. (Have answers to questions read aloud, also the portions of the text which prove that the answers are correct.)

Word meanings from context. You found out from reading that the—(write *surface*, then *sur'face*) of the water is the —. Check the meaning with the glossary.

Pages 166–67. (Repeat techniques with questions 3 and 8 on Workbook page.)

Phrase meaning. What do you think Fisherman Jack meant when he said—(indicate *Take it easy!*)?

Pages 168–72. (Repeat techniques with questions 4, 5, 9 on Workbook page.)

Phrase meaning. Mother was—(Indicate *a noted cook.*) What do you think is meant by that?

Predicting outcomes. What kind of luck is suggested by the title of the next story? Who will help to bring the good luck about?

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). In the market place there were many—(Write *stalls.*) What do you think they looked like? In what other place do you see—(indicate *stalls*)? What do you do when you—(erase final *s*) along and do not finish your work? (Continue with *slip*: to slide; a garment; *slip into*: to put on a coat or a dress; etc; *serve*: to wait upon, to serve a person right, etc.)

(Heteronyms). When the *s* in this word (write *close*) has its *s* sound, the word says —. Use the word in a sentence. When the *s* has its *z* sound, the word says —. Use that word in a sentence.

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules for accented syllables. (Write the following words; have pupils rewrite them by syllables, place the accent mark, and then mark the long or short vowel in the accented syllable: *finally, beside, dreaming, gentleman, stumble, story.* Check each word to see whether when there is one vowel in the accented syllable, that vowel is short if in the middle, long if on the end; also whether when there are two vowels, the first vowel is long, the second silent.)

Integrating reading, writing, and spelling (*ough*). Use these letters (write *ough*) and write *though*. You will also need them to write *enough*. (Continue with *through, rough, tough, bough*; then erase all words.) How many words can you write and use these four letters? (Indicate *ough*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 66, 67.

2. Independent reading.

Beyond Treasure Valley (American Book Co.), pages 8–19.

Finding New Neighbors, pages 304–15. (Give help with *musicians*, page 308.)

3. Other suggested activities. If Sight Vocabulary Cards for the Third Grade are available, use cards 41-42, 57-58, 60-61 as flash cards.

UNIT 29

A Turn for the Better (pages 173-76)

New Vocabulary

August	decorated	mind	tickled
blouse	disappointment	spoil	vest

Initial Procedure

Initial preparation. (Have the following on the board.)

tickle	spoiled	In what two ways did the visit of
fun	decorated	Mr. Sanders bring good luck to Yvon?
cry		
butterfly		

Introducing new words and meanings. What vowel would you use to write *vest*, the vest a man wears? Prove that you know by writing the word. Use one of these parts (write *ou*, *oi*) and write *spoil*. Use the other and write *blouse*; be sure to put a silent *e* on the end. You would giggle if something were to—(write *tickle*, then *tick'le*) you. Watch the mark on the vowel and you know this word says—(Write *mind*; then mark vowel.) Think what the part says. (Write *August*, then *Au'gust* and underline *Au*.) Then you know that the name of this month is —.

When we paint and paper the walls of our houses, we—(write *decorate*, then *déc'o rate*) them. Make this form (indicate *decorate*) say *decorated*. Write *decorated* by syllables. If you promise Mother to do something, please do not—(write *disappoint*, then *dis ap point'*) her. This suffix (add *ment* to each form of the word) means "being." So *disappointment* means being —. Check with the glossary for good meanings for *decorate* and *disappointment*.

Vocabulary review. Make the word—(indicate *tickle*) say *tickling*. (Continue with *funny*, *crying*, *butterflies*.) Use one of these prefixes (write *un*, *re*) and make the word *spoiled* mean not spoiled. Use the other prefix to make *decorated* mean decorated again.

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Pages 173–76. *Gathering information.* Read the entire story to be able to answer the question on the board. (Time the silent reading. How many pupils finish in 4 minutes?)

Exercising judgment. Remember what Yvon did with the money he earned. What kind of boy does that show him to be? Think back over the story. What else did you find out about him? (List on board such words as a *daydreamer*, *quick-tempered*, etc.)

Oral Reading

Associating main ideas with paragraphs; Locating and gathering information. Turn quickly to page 68 in your Workbook. Look at the lower part of the page. The first one to find in the story the page and paragraph which belong with the first main idea, Yvon's new clothes, may read the paragraph aloud. (Continue in similar way. Do not have the numbers added at this time.)

Audience reading. (Assign the stories in the unit "It Happened in Brittany" to five pupils. Proceed as in Unit 11.)

Vocabulary Enrichment and Extension

Suffix *ment*. We found out that this suffix (write *ment*) meant—. Then what do each of these words mean? (Write *excitement*, *disappointment*, *movement*, *enjoyment*, *payment*, *pavement*.) Don't forget that the suffix *ment* is spelled—(indicate *ment*), but the word which means I *meant* to do my work today is spelled—(Write *meant*; then erase both suffix and word.) Write the word *meant*. The suffix! (Repeat several times.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules for accented syllables. (Write the following words; have pupils rewrite them by syllables and place accent, and then mark the long or short vowel in the accented syllable: *apple*, *forever*, *imagine*, *animal*, *interest*, *Indian*, *under*.) In each accented syllable, where does the vowel come? Check each word to see. Then you know that generally when a vowel comes at the beginning of an accented syllable, it has its _____ sound.

Integrating reading, writing, and spelling (*ough*). I come to school every morning even _____ it is raining. Can you write the

word I omitted from my sentence and use these letters? (Write *ough*.) (Continue in similar way with *through, enough, bough*.)

(*ear*). These three letters by themselves (write *ear*) make the word —. But in the word—(write *earn*) the three letters have the sound —. Use these three letters and write *early*. (Continue with *earth, learn, heard*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 68, 69, 70.

2. Independent reading.

Beyond Treasure Valley, pages 20–32. (Give help with *electric*, page 22.

Looking Ahead (Houghton Mifflin Co.), pages 5–13.

3. Other suggested activities. If Sight Vocabulary Cards for the Third Grade are available, use cards 16, 17, 18, 24, 57, 60 as flash cards.

UNIT 30

On the Road to Concarneau (pages 178–81)

New Vocabulary

boil	cloppety-clop	island	oil
book	fairy	mingled	sardines

Initial Procedure

Initial preparation. (Have the following on the board.)

merrymakers	lady	The castle in the picture is really a _____.
cobblestone	family	Concarneau is a little _____ on
horseback	merry	an _____ with a _____ around it.
anywhere	move	
gentlemen		

What is the building on the shore?

Why did Yvon leave the horse there?

What happened to Fisherman Jack's cart?

Introducing new words and meanings. Use one of these parts (write *oo, oi*) and write *book*. Use the other, and write *oil*; then change it to *boil*. This word says—(Write *air*.) Change it to *fair*. To *fairy*! Now write the word *fairy* by syllables and tell what a fairy is. Wooden shoes—(write *clop*) along. The noise they make sounds like

this. (Write *cloppety-clop*, then *clōp'pe ty-clop*.) Certain small fish caught in Brittany are called sardines. (Write *sardines*, then *sar dines'*.) Where do we get sardines? Maybe some of the sardines we get in cans come from —.

When you join a group of children on the playground, we say you mingle (write *mingle*, then *mīn'gle*) with the group. Sometimes when you look out into a lake or river, you see a piece of land with water on all sides of it. That land is an —. The word *island* looks like this. (Write *island*, then *is'land*.) Take a good look. The first syllable looks as if it says —, but it is pronounced —. (Erase and have word re-written several times.) Check the meaning of *mingle* and *island* with your glossary.

Vocabulary review. Read each of the compound words on the board; then erase each one, word by word. Change *lady* to *ladies*; *family* to *families*. Add this suffix (write *ly*) to *merry* to make it mean in a merry way. Change *move* to *moving*.

Silent Reading

Contents page. *Locating information; Drawing inferences.* The title of the next unit is —. Judging from the title of the first story, do you think we will hear about the fete today?

Pages 177–81. *Gathering information from pictures.* In how many ways can you tell from the unit title picture that this is a festival day? How can you tell from the illustration on page 178? The wall and tower on page 180 look very much like something the English children were looking for. What was that? How do you get to the castle? Then it must be on an —. Have you any idea what the house on shore might be? What does Yvon seem to be doing with his horse and why? What do you think Fisherman Jack will do with his cart?

Verifying information. Remember that I have often told you that illustrations cannot tell the whole story. We have to read to find out the truth. Read the whole story; then be ready to put in the words omitted from the two sentences on the board and to answer each question. (Give help with the word *building* in question 1. How many pupils finish the silent reading in 4 minutes? Do not let pupils know that silent reading is being timed.)

Oral Reading

Locating information. Turn to page 71 in your Workbooks. How quickly and independently can you read and follow directions and com-

plete the page? (Have pupils read from glossary to prove that sentence 1 is correct, from the text to prove that all other underlined sentences are true.)

Vocabulary Enrichment and Extension

Word concepts (descriptive words and phrases; synonymous meanings.) How many things does this word make you see in your mind's eye? Tell me, and I will list them. (Write *Concarneau*.)

When you see this word (write *lad*) what do you think of? (Continue with *sardine, glow, thatch, portfolio, blouse, vest*.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules for accented syllables. Miss Lizzie's cat was called—(Write *Amber*.) Write *Amber* by syllables; mark the vowel in the accented syllable; then put in the accent mark. (Continue with *absent, accent, upper*.) We found out yesterday that a vowel at the beginning of an accented syllable usually has its short sound. Check each word. Is it true in the words we used today?

Integrating reading, writing, and spelling (*ear*). Four o'clock is very _____ in the morning. Who can use these three letters (write *ear*), and write the word I omitted from my sentence? (Continue with *earth, earn, learn, heard*.)

(*ough*). Can you write four words and use this letter group (write *ough*)? (*though, through, enough, bough*) Read each word as you write it.

(*ought*). If we add this letter (put *t* at end of *ough*), it turns the letter group into the word —. I hear the word *ought* in *thought*. Who will write *thought*? (Continue with *bought, brought, fought, sought*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 72.
2. Independent reading.

Beyond Treasure Valley, pages 33–45.

Looking Ahead, pages 14–25.

UNIT 31

A Gay Festival Day (pages 182-92)

New Vocabulary

also	both	continued	lingered	rang
blow	chose	explain	Pierre	

Initial Procedure

Initial preparation. (Have the following on the board.)

lingered	festival	overnight	worry
mingled	finally	nevertheless	big
imagined	disappointment	merrymaking	shade
astonished	decorated	daydreaming	
continued	explained	tiresome	
		however	

Introducing new words and meanings. What vowel will you use to write *chose*? How many vowels? Prove that you know by writing the word. There will be just one vowel in the word *both*. Prove that you know what vowel it is by writing the word. Use the part you hear in the word *show* and write *blow*. This word says—(Write *all*, then *so*.) Watch what happens when we put them together. (Erase and write *also*.) Did you hear the bell—(write *ring*)? Change the vowel and make the word say *rang*. Someone in today's story is called Pierre (pyër), and his name looks like this. (Write *Pierre* and have it read several times.)

When you go on doing something, you—(write *continue*, then *con tin'ue*) to do it. When you show a friend how to run your electric train, you—(write *explain*, then *ex plāin'*) it to him. When you stop to play along the way to school, you *linger*. (Write *linger*, then *lin'ger*.) Check with the glossary for good meanings for *continue*, *explain*, and *linger*.

Vocabulary review. It is raining, but you must go home from school *nevertheless*. Erase the compound word I used, word by word, from the board; then use it in a sentence of your own. (Continue with other compound words in similar way.)

Make the word *worry* say *worried*. (Continue with *biggest*, *shading*.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Pages 182–84. *Gathering information from pictures; Drawing inferences.* There is a word on the board which will tell you who the man is in the picture on page 182. What do you think Pierre does to earn a living? Where do you think he lives? What signs of a gay good time can you find in the illustration on pages 184–85? (Have bag-pipe identified.)

Organization; Oral recall. Read to the bottom of page 184; then open to page 74 in your Workbook and number the sentences in group 1 in the order in which things happened in the story. (Have numbered sentences read in correct order; then using the sentences as a guide, have the story retold orally.)

Pages 185–86. (Repeat techniques with group 2 on Workbook page.)

Predicting outcomes. What do you think will happen now?

Pages 187–90. (Repeat techniques with group 3 on Workbook page.)

Predicting outcomes. Mother and Fisherman Jack do not know what has happened. But you do. What is it? How do you think it will all come out?

Pages 191–92. (Repeat techniques with group 4 on Workbook page.)

Associational reading. How does Yvon's mother look on page 192? How would your mother have felt? Do you think Yvon is to blame for what happened? Why, or why not? Might you have done just what he did?

Oral Reading

Expressing the feelings of characters. (Discuss how eager to be a fisherman Yvon sounded when he talked to Pierre, how amused Pierre was, how surprised Yvon was when the artist talked to him, etc. Then have that portion of the story which corresponds with each group of sentences on the Workbook page read aloud, having pupils try to show in their voices the feelings of the characters.)

Vocabulary Enrichment and Extension

Synonymous meanings. Yvon went right on sleeping. Look at the two rows of words on the board. Find and erase the word which

means *went right on*. Then use that word in a sentence of your own. (Continue in similar way.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules for accented syllables. (Write the following words on the board; have pupils rewrite them by syllables, place the accent mark and then mark the long or short vowel in the accented syllable: *explain, sister, useful, continue, finally, notice, interest, imagine*.) We have found that when there are two vowels in an accented syllable, the first vowel is generally long; the second vowel, silent. Find two words on the board in which this is true. (Continue to have illustrations found for the short vowel sound on the beginning and in the middle of an accented syllable, the long sound on the end.)

Integrating reading, writing, and spelling (homonyms). All of something is the—(Write *whole*.) But what does this word say and mean? (Write *hole*. Give a sentence for each word; then have pupils write the word you used. Continue with *blue, blew*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 73, 75.
2. Independent reading.
Beyond Treasure Valley, pages 46–59.
Looking Ahead, pages 26–46.
3. Other suggested activities. If Sight Vocabulary Cards for the Third Grade are available, use cards 5, 8, 11, 24, 28, 33, 34, 37, 59, 60, 67 as flash cards.

UNIT 32

A Surprise for Pierre (pages 193-200)

New Vocabulary

break	glass	joy	quickly	replied	taste
breath	hatch	lose	meant	ripples	worth

Initial Procedure

Initial preparation. (Have the following on the board.)

darkness	1. Pierre discovers a boy on his boat.
worthless	2. He discovers that the boy is the same one
hot	who wanted to go fishing.
stir	3. The two fishermen get a good catch.
worry	4. Bad luck overtakes them.
lazy	5. The breeze saves the catch.
have	

Introducing new words and meanings. Use one of these parts (write *oy*, or) and write *joy*. Use the other and write *worth*, meaning that something is worth a great deal of money. Write *bat*; change it to *hatch*. Chicks—(indicate *hatch*) from eggs. But in today's story you hear about a—(Write *fish hatch*.) Check with the glossary to see what that will be. Prove that you know what vowels to use and write *taste*. Now write *glass*. Double the consonant on the end.

Something done in a hurry is done—(Write *quickly*, then *quick'ly*.) If a penny drops out of a hole in your pocket, you may—(write *lose*) it. Take a good eye picture of *lose*. (Erase and have word rewritten several times.) We found that the suffix *ment* was spelled —. Who can write it? But the word *meant* has an extra letter. Who can change the suffix to the word? If you drop a glass, it may—(Write *break*.) Take a good eye picture of these letters. (Underline *ea*.) If you run very fast, you get all out of—(Write *breath*.) Again watch these letters. (Underline *ea*, erase *meant*, *break*, *breath*; then have words rewritten several times.)

When someone asks you a question, you answer, or—(Write *reply*, then *re ply'*.) The *y* is long. Who can make the word say *replied*? The tiny waves you see on water are—(Write *ripples*, then *rip'ples*.) Check the meanings of *replied* and *ripples* with your glossary.

Vocabulary review. Draw a line under the suffix on the word *darkness*; then tell what the suffix makes the word mean. (Repeat with *worthless*.) Make the word *hot* say *hotter*. (Repeat with *stirring*, *worried*, *lazily*, *having*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Of course you know the secret. So the minute you read the title of the next story, you can explain what it means.

Pages 193–97. *Locating and gathering information.* Read to the bottom of page 197. Remember, third-grade readers do not look up until they are through. (Time the silent reading. How many finish in 5 minutes?) Now turn to page 76 in your Workbook. Read the directions independently and do questions 1–5. (Be with the group to stimulate good production, but not to give unnecessary help. Remember, pupils are being made ready for the independent study habits of the intermediate grades. When question 5 is completed, have the answer to each question read aloud.)

Pages 198–200. Now finish the story. (Use same procedure for completion of Workbook page.)

Oral Reading

Recognizing main story divisions. The story today divides itself into 5 main parts. How far would you read to tell about—(indicate sentence 1 on board)? Who will read that part aloud to show how surprised and irritated Pierre was when he discovered Yvon? (Continue in similar way.)

Associational reading. Read aloud the paragraph on page 195 where Yvon decides that he may as well enjoy himself. Do you think he is right about this? Would you have done the same thing if you had been there?

Vocabulary Enrichment and Extension

Common or colloquial expressions. Mother and Ann went to the inn, but—(write *In the meantime*) Pierre went to sea. What do you think “in the meantime” means? (Continue with *in a fine fix*, *in the offing*, *like a long-lost friend*, *in a fair way to lose his temper*, *headed his boat into the wind*.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllables *ple*, *tion*, *ble*, *ten*, *tle*). In the word—(write *people*, then *pēo’ple*), how many

sounds do you hear in the last syllable? But how is the syllable spelled? Use what you know and write *steeple*. (Repeat with *apple*, *ripple*, calling attention to the fact that though only one sound is heard in the last syllable of *apple* and *ripple*, the syllable is spelled *ple*.)

In the word—(write *kitten*, then *kī'ten*), how many sounds do you hear in the last syllable? How is the syllable spelled? (Erase and have pupils write *often*, *listen*, *fasten*. Repeat techniques with *tion*, *station*, *direction*, *attention*; *tle*, *castle*, *whistle*, *bottle*; *ble*, *tumble*, *stumble*, *table*.)

(*ea*). These two letters help you with many words. Use them and write *break*. (Continue with *breath*, *dead*, *meant*, *read*, *thread*, *ready*, *instead*, *spread*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 77.

2. Independent reading.

Beyond Treasure Valley, pages 60–74. (Give help with *beyond*, page 68.)

Looking Ahead, pages 47–55.

3. Other activities. If Sight Vocabulary Cards for the Third Grade are available, use cards 6, 7, 13, 36, 41, 42, 53 as flash cards.

UNIT 33

The Alarm Spreads (pages 201–4)

New Vocabulary

alarm search

Initial Procedure

Initial preparation. (Have the following on the board.)

excitement	endless	thankful
smoothness	safety	glassy

Introducing new words and meanings. When you see a house on fire, turn in the fire—(Write *alarm*, then *a larm'*.) When you are very worried about something, you are—(Change to *alarmed*.) Use these three letters and write the word *search*. (Write *ear*.)

Vocabulary review. This suffix (underline *y* in *glassy*) sometimes means “full of,” sometimes “like.” A *glassy* sea looks like —. Draw a

line under the suffix in each of the other words. Then tell what the suffix makes the word mean.

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located the new story, be ready to tell what you think the title means.

Exercising judgment; Predicting outcomes. Before we begin the new story, turn back to page 192 so that someone may read the last two paragraphs aloud. Now suppose we try to figure out what may happen in today's story. If Yvon does not show up soon, what will everyone do? Mr. Wells thinks he has never seen Yvon. If he wants to help, what question will he ask? What will he say when he hears how Yvon looks? What may he remember having seen out of the corner of his eye? How will Mother feel after that? How will she feel when the boats are late the next morning? What will she say and do when she finally sees Yvon?

Verifying conclusions. Now read the entire story. Do things turn out the way we thought they would? (Time the silent reading. How many finish in 5 minutes)?

Oral Reading

Audience reading. (Assign the four stories about the Fete to four different pupils who need practice in oral reading. Proceed as in Unit 11.)

Vocabulary Enrichment and Extension

Descriptive words and phrases; Classification. Today we leave Brittany. What will you remember about the—(write *country* and list suggested words and phrases)? What will you remember about the—(write *dress of the people*; then continue with *the way people earn their living, the houses, Concarneau, the story characters*)?

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules for accented syllables. (Write the following words on board; have pupils rewrite them by syllables and place accent mark and then mark the long or short vowel in the accented syllable: *whisper, reply, portfolio, remember, endless, uncle, painted, excitement*.) When there is one vowel in the middle of an

accented syllable, that vowel generally has its _____ sound. Find a word on the board which proves that that is true. (Continue in similar way.)

Integrating reading, writing, and spelling (*qu*). Remember, these two letters always come together. (Write *qu*.) Recall how you spell the last syllable in *station*. Then write the word *question*. (Continue with *queer, quick, quite, quiet*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 78, 79.
2. **Other suggested activities.** Use phonetic words from absorption unit (see pages 343–44) as a diagnostic spelling test.
3. **Tests.** Before beginning the next unit, give the informal tests on pages 80, 81, 82 of the Workbook. Pupils should make a score of at least 11 on page 80, 4 on page 81, and 20 on page 82. A score of 1 is given for each item marked correctly.

UNIT 34

The City of Bells (pages 206–9)

New Vocabulary

beats	hang	narrow	Spanish
dies	lies	oranges	southern

Initial Procedure

Initial preparation. (Have the following on the board.)

silvery	trot	noonday
playful		
stillness		

Introducing new words and meanings. What two vowels will you use to write *die*? Prove that you know by writing the word. Change it to *dies*. (Repeat with *lie, lies*.) Write the word *ring*. Change it to *rang*. To *hang*! Use one of these vowel pairs (write *ai, oa, ea*) and write *beat*, meaning to beat a drum.

A fruit we often have for breakfast is an—(Write *orange*, then *ör'ange*.) People who live in—(write *Spain*) are—(write *Spanish*, then *Spän'ish*) people. Some streets are wide, some—(Write *narrow*,

then *nar'row*.) Point to the south. If you were to travel south, you would travel to the southern (write *southern*, then *south'ern*) part of our country. Notice that the first syllable of the word *southern* is written as if it said —, but it is pronounced —. (Erase and have word pronounced and rewritten.)

Vocabulary review. Recall the—(write *inlet*) in which Yvon dropped his lobster pot. It was an opening in the shore which let the sea come in. Sometimes we have a sea which has land almost all around it. (Make a quick sketch.) We call that an—(write *inland*, then *in'land*) sea. Why is that a good name? Sometimes father mixes a white powder called lime with water and washes down the walls of the basement with it. It makes the walls white, and we call this covering—(Write *whitewash*.) It is like a very thin paint. Sometimes the brick walls of our houses are—(add *ed* to *whitewash*) also. Color such as pink or yellow may be added to the whitewash, but we still say the walls are—(Indicate *whitewashed*.)

Remember that this suffix (indicate *y* on *silvery*) sometimes means "like." Then what does the word mean? (Repeat with *playful*, *stillness*; then have *trot* changed to *trotting*.) What time by the clock means the same as the compound word?

Silent and Oral Reading

Contents page. *Locating information; Interpreting descriptive phrases.* Our next unit takes us to —. As soon as you have located the first story, be ready to tell what mind picture the title suggests to you.

Unit title page. *Gathering information from pictures.* The gateway and the street you see in the picture remind me of Concarneau. Why? (Take plenty of time to discuss the narrow streets, whitewashed houses, dress of people, tiled roofs, donkey carts, brilliant sunlight, etc. Have pupils infer that the bells in the church tower may be one reason for the city's name. Recall paragraphs 5–6 on page 5; then have the guitar in picture on page 205 and in border decoration on pages 208–9 identified.)

Pages 206–9. *Gathering information from pictures; Drawing inferences.* The top of a map is always what direction? Then the map on page 206 tells you that if you were to go from Brittany to Spain, you would travel —. Put your finger on the northern part of Spain. On the—(indicate *southern*)! Find the word on the board which describes the street in the lower picture.

What place is shown in the picture on page 207? In what two places do you see bells? Can you explain why goats are driven into the market place? Find a word on the board which tells what the donkeys might be carrying in their baskets. (Have stalls identified.)

If you look carefully at the man's hand, you may find bells in two places in the picture on page 208. Now can you explain further the meaning of the story title? What might the man have in his baskets? What does the girl seated on the stool in the picture on page 209 seem to be doing? Remember what the girls in Concarneau did with the sardines brought back by the fishing boats. Then maybe you can figure out what this Spanish girl is doing.

Gathering information from text. The illustrations have told us many things. The story will tell us still others. Read the entire story; then follow directions and do page 84 in your Workbook. The story does not tell the exact information you sometimes need, but readers who think will know which sentences to underline. (When Workbook page is completed, have each underlined sentence read aloud, also the portion of the text which proves its correctness. Then have pupils decide which underlined sentences give information which was not given by the illustrations.)

Vocabulary Enrichment and Extension

Descriptive words and phrases; Classification. Suppose you were standing in the market place of the City of Bells. What might you hear? Tell me and I will list your suggestions. (Write *Hear*; then continue with *Smell, See, Feel*.)

Word concepts (multiple meanings). When you say something untrue, you tell a—(Write *lie*.) But what do you do when you—(indicate *lie*) down? (Repeat with *beat*: to strike, to beat down as the sun, a policeman's beat, etc.; *orange*: a fruit, a color.)

Word Recognition Techniques

Irregular verbs. Read these words as I write them. (Write *break, broke, is broken, have broken*.) Read and erase one of the words or phrases; then use it correctly in a sentence of your own. (Continue with *mean, meant; sleep, slept; give, gave, have given*.)

Integrating reading, writing, and spelling. Use these letters (write *ough*) and write *though*. Now write *all*. What must you do when you put the two words together to make *although*? (Repeat with *almost, always, already, also*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 83.
2. Other suggested activities. Continue the mural. Have pictures of Spain on the bulletin board. Begin a collection of things Spanish such as Spanish costumes. Begin the reading to pupils of some outstanding Spanish book such as *Toño Antonio* by Ruth Sawyer, published by the Viking Press. Have pupils make individual posters of the City of Bells.
3. Textfilm. See Textfilm manual.

UNIT 35

The Song of the Tree (pages 210-14)

New Vocabulary

comforting guitars instrument lilt sharp trade twittering
east heart Jose Manuel sunrise tools

Initial Procedure

(Since the style of writing changes, proceed a little more slowly with this story.)

Initial preparation. (Have the following on the board.)

- | | | |
|--------------|-------|---|
| dreamy | happy | 1. What two kinds of people should be |
| delightfully | rose | goatherds? |
| stillness | | 2. What two things showed that it was |
| excitement | | early morning? |
| goatherd | | 3. What four things must Jose do before |
| | | he can have a shop of his own? |

Introducing new words and meanings. Use one of these parts (write *ar, oo*) and write *sharp*. Use the other and write *tools*. Use one of these vowel pairs (write *ai, oa, ea*) and write *east*. The letter *s* has its *z* sound in *rise*. Prove that you know what vowels to use and write the word; change it to *sunrise*. Prove that you know what vowels to use and write *trade*. A song that is happy and gay has a lilt to it. Prove that you know what vowel to use and write *lilt*; change it to *lilting*. If you are sick or hurt, Mother tries to—(write *comfort*, then *com'-fort*) you. Everything she does is very—(Add *ing* to each form of the word; then have *comforting* and *lilting* checked with glossary.)

This is a—(write *guitar*, then *gũtar'*; then show picture or real guitar, or use border picture in book if necessary.) A—(indicate *guitar*) is a musical—(Write *instrument*, then *ĩn'stru ment*.) What other musical instruments do you know? In the early morning you often hear birds—(Write *twitter*, then *twĩ'ter*.) What do they do when they—(indicate *twitter*)? It is delightful to hear them—(Add *ing* to each form of the word.) This word says *heart*. (Write *heart*.) These three letters (underline *ear*) will help you to write it. (Erase and have word rewritten.)

One character in the story today will be Jose (ho sã'). His name looks like this—(Write *Jose* and have it pronounced several times.) Another character is—(Write *Manuel*, then *Man u el'*.)

Vocabulary review. Do you notice that two suffixes have been added on the end of the word *delight* to make the word *delightfully*? The first suffix makes the word *delight* mean —. The second makes it mean —. (Have pupils tell what the suffixes on *dreamy*, *stillness*, *excitement* make each word mean. Have them change *happy* to *happiness*, *rose* to *rosy*; then tell what each new word means.) Carl and Ola were herdboys, but what do you think a—(indicate *goatherd*) is?

Silent and Oral Reading

Contents page. *Locating information.* (Use in usual way.)

Page 210. *Locating and gathering information.* Read just page 210. Then do questions 1, 2, and 3 on page 85 of your Workbook. Be ready also to answer question 1 on the board. (Have the answers to Workbook questions read aloud, also the portion of the text which proves that each answer is correct.)

Phrase meanings. What do you think Jose's father meant when he said that he and his wife would have "a place to lay their heads"? When he talked about the time when "bad days come"?

Page 211. (Proceed in the same way, having question 6 on Workbook page, question 2 on board answered.)

Word meaning from context. What did your story lead you to think a—(write *byway*) was?

Page 212. (Proceed in the same way with questions 4, 5 in Workbook, question 3 on board.)

Pages 213–14 (paragraph 1). (Proceed in the same way with question 7 in Workbook.)

Page 214 (paragraph 2 ff.). (Complete Workbook page.)

Vocabulary Enrichment and Extension

Skimming; Descriptive words and phrases. The descriptive words we use make our conversation and the stories we write so much more interesting. Suppose we skim to find some descriptive words and phrases the writer of this story uses. Skim paragraph 1 on page 210. Find out what kind of morning it will be. (Continue in similar way, using page 86 in the Workbook as a guide. Do not have the Workbook page done at this time.)

Word Recognition Techniques

Irregular verbs. (Use techniques from previous unit with *sleep*, *slept*, etc. See Workbook, page 87, for suggested verb forms.)

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules in accented syllables. (Use techniques from Unit 33 with *inland*, *instrument*, *goatherd*, *dreamy*, *hungry*, *sunrise*, *byways*, *lazy*.)

Integrating reading, writing, and spelling. We found out that these three letters (write *ear*) also helped us to write *heart*. Write the word *heart*. (Review *earn*, *earth*, *early*, *learn*, *heard*, *search*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 86, 87.
2. Independent reading.
Beyond Treasure Valley, pages 75–89.
Looking Ahead, pages 56–67.

UNIT 36

In the Shop of Manuel (pages 215-19)

New Vocabulary

beg	finished	hidden	melody	pluck	sunshine
different	glue	Juan	Pedro	strings	sweet-smelling

Initial Procedure

Initial preparation. (Have the following on the board.)

begin	newcomer	1. What names did the other workmen
shelf	gluepots	call Jose?
	fairylike	2. Why did Jose stay even though he
wonderful		disliked the other workmen?
unhappy		3. Why did each new guitar have a song
meanness		of its own?
carefully		4. Why were Manuel's guitars better than
		all others?
		5. What kind of guitars did Juan and Pedro
		make and why?

Introducing new words and meanings. When you play a guitar, you pluck or pull the strings. Prove that you know what vowel to use and write *pluck*. You will need two letters to finish the word. (Repeat with *beg*, *strings*, *sweet*, *smell* [call attention to two l's], *smelling*, *sweet-smelling*, *sun*, *shine*, *sunshine*.) When you want to stick two things together, you can use paste or you can use—(Write *glue*.)

When you complete something, you—(write *finish*, then *fin'ish*) it. Another name for a tune is a—(Write *melody*, then *mēl'ō dy*.) Brittany is very—(write *different*, then *dīf'fer ent*) from Spain. Something which cannot be seen is—(Write *hidden*, then *hīd'den*.) Check the meanings of *pluck*, *different*, *finish*, and *melody* with the glossary.

One new character in today's story is Juan (hwän) whose name looks like this. (Write *Juan*.) The other is Pedro (pā'drō) and his name looks like this. (Write *Pedro*, and have both names pronounced several times.)

Vocabulary review. Make *begin* say *beginning*; *shelf* say *shelves*. Underline the suffix or prefix on each word in the rest of the column

and tell what it makes the word mean. Use each compound word in a sentence; then erase it, word by word.

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 215. *Locating information; Specific details.* Read the page; then do section 1 on page 88 of your Workbook. Be ready with the answer to question 1 on the board. (Have Workbook items read aloud; list *Sleepyhead*, *Lazybones* on the board. Have items in shop identified in pictures on pages 216-17, 220-21.)

Page 216. *Gathering information; Drawing inferences; Specific detail.* Read this page; then close your book and do section 2 on the Workbook page. Be ready to answer question 1 again. (Have underlined sentences discussed; add *Goatherd*, *Dreamer* to list on board.)

Page 217. *Gathering information.* Read the page and do section 3 on Workbook page; then be ready to answer question 2. (Discuss answers to questions.)

Page 218. *Organization.* Read the page; then finish the Workbook page. (Have numbered sentences read in correct order.)

Page 219. *Exercising judgment; Drawing conclusions.* Third-grade readers know how to read between the lines. That means that they can answer questions by thinking the answers out for themselves when the answers are not really told in the story. See if you are third-grade readers. Finish the story; then be ready with good, thoughtful answers for questions 3, 4, 5 on the board.

Oral Reading

Verifying conclusions. Now read from the story to prove that our answer to question 2 was correct. (Continue with questions 3, 4, 5.)

Vocabulary Enrichment and Extension

Skimming; Descriptive words and phrases. Skim paragraph 5, page 218. What kind of melody came from the master's guitar? What kind of song did he sing? Skim paragraph 1. What kind of guitar did he put in the window? (Continue in a similar way.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks for long and short vowels in accented

syllables). From this time on, you can write two- and three-syllable words for yourselves. Write the word *finish* by syllables and mark the vowel in the accented syllable; then place the accent. (Repeat with *different*, *melody*, *hidden*.)

(Visual perception of difficult words). Take a good eye picture of—(Write *busy*.) Erase the word; rewrite it; then use it in a sentence. (Continue with *lose*, *any*, *sure*, *touch*, *soup*; then have the six words erased and rewritten without help.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 89.

2. Independent reading.

Beyond Treasure Valley, pages 90–104. (Give help with *chief*, page 92.)

Looking Ahead, pages 73–82.

UNIT 37

A Song for a Guitar (pages 220–23)

Initial Procedure

Initial preparation. (Have the following on the board.)

laughingly overtake whistle
thoughtless
sweeter

Vocabulary review. Prove that you know what vowels to use, and write *pipe*. What does the word mean to you? Turn to page 237 in your book. Can you find a pipe in the picture? What does *pipe* mean here? We open the door with a—(write *key*), but when we sing we must be sure to sing on the right—(Indicate *key*.) What does that mean?

Read the three words on the board which have a suffix. Tell what each suffix makes the word mean. Use the compound word in a sentence; then erase it word by word. Make *whistle* say *whistling*.

Silent Reading

Contents page. *Locating information; Drawing inferences.* From the title of the new story, whom do you think it will be about?

Pages 220–23. *Gathering information; Drawing inferences.* From the pictures on pages 220–21, who do you now think has a song for a guitar? Which guitars were placed on the bench below the window? Jose may be getting into mischief. What might the mischief be? What will happen if the master catches him?

Locating and gathering information; Verifying inferences. Read the entire story; then do page 90 in your Workbook. See how well we figured things out. (Time the silent reading. How many finish in 4 minutes? Remember to be with group while silent reading is going on, not to give unnecessary help, but to stimulate speedy, accurate production. Remember, pupils are being made ready for the independent study habits of the intermediate grades. Have the answers to each question read aloud and discussed.)

Oral Reading

Locating information; Expressing mood of text. In part of today's story, Jose is having a daydream. He imagines he is out on the hills. The one who can find where the daydream begins and ends may read it aloud for us. Find two paragraphs where Manuel is talking to Jose about the song. See if your voice can sound as gentle and kind as Manuel's, as you read the paragraphs aloud. (Continue in similar way.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). In how many ways can we use the word—(write *pipe*)? When you talk in a tiny high voice, we say you—(Indicate *pipe*.) Who can show us how to do it? (Continue with *pluck*: courage, to gather; *key*: a door key, a piano key, the pitch in music, the clue to a puzzle; *mind*: to obey, to take care of, brain or intelligence.)

Word Recognition Techniques

Irregular verbs. Use one of these words in a sentence; then erase the word. (Use *is, was; go, went, have gone; lay, laid; stand, stood; take, took; begin, began, have begun*.)

Integrating reading, writing, and spelling (syllables *tion, ten, tle, ble, ple, dle*). In the word—(write *fiddle*; then *fid'dle*) how many sounds do you hear in the last syllable? What two letters are silent? How is the syllable spelled? In the word—(write *candle*, then

cān'dle) how many sounds do you hear in the last syllable? What letter is silent? How is the syllable spelled? (Erase; have pupils write *handle, bundle, riddle*; then review the writing of *station, tumble, often, whistle, people*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 91.
2. Independent reading.
Beyond Treasure Valley, pages 105–11, 114–21.
Looking Ahead, pages 83–93.
3. Other activities. If Sight Vocabulary Cards for the Third Grade are available, use the following as flash cards: 8, 33, 34, 37, 38, 45, 62, 63, 64, 67, 69, 70.

UNIT 38

At Work in the Old Shop (pages 224–27)

New Vocabulary

became	disappear	hummed	part	size
cut	fit	load	secret	

Initial Procedure

Initial preparation. (Have the following on the board.)

watchful

tiresome

nevertheless

1. What two important things must be done to make a fine guitar?
2. What kind of work is guitar making?
3. How did Juan and Pedro hatch up trouble?
4. What other name did they call Jose?
5. What would happen when the master and Jose worked at the bench together?
6. How long had Jose worked for Manuel and how many guitars had he made?
7. What happened every time Jose was happy?
8. Where had he heard the tune before?

Introducing new words and meanings. Write the word *cut*. (Continue with *fit, came, became, hum, hummed, part*.) Use one of these double vowels and write *load*. (Write *ai, ea, oa*.) This word says—(Write *size*.) Something you don't want to tell is a—(Write

secret, then *sē'cret*.) Why is the vowel in the accented syllable long?

Sometimes as you look up into the sky, an airplane will—(Write *appear*, then *ap'pear*.) Then suddenly it will—(Add *dis* to both forms of the word.) What does the prefix make the word mean? Check the meaning of *disappear* and *secret* with the glossary.

Vocabulary review. In the first word in the row on the board what does the suffix make the word *watch* mean? Use each compound word in a sentence; then erase each one, word by word.

Silent Reading

Contents page. *Locating information.* (Use in the usual way.)

Pages 224–27. *Gathering information and drawing inferences from pictures.* Can you tell from the picture what Juan and Pedro are up to? We sometimes say that when someone thinks up mischief, he—(write *hatches*) up mischief. Have you any idea what may have happened to Jose?

Gathering information; Specific detail. Read the entire story. Then close your books. Third-grade readers should have read so carefully that they can answer each question on the board without again opening their books. (Have pupils indicate how many questions they are sure they can answer. Then have them turn back to the story to find the other answers. Emphasize more careful reading in the future. Be sure the questions are fully discussed.)

Oral Reading

Locating information. Now turn quickly to page 92 in the Workbook. The first one to find the page and paragraph which go with the first main idea may read the paragraph aloud. (Continue in the same way. More than one paragraph may be chosen for certain main ideas. Do not have the numbers added to Workbook page at this time.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). (Write the following words on the board: *one, won; write, right; road, rode; wood, would; herd, heard; I, eye*. Have a pupil read a word, erase it, use it in a sentence correctly, and then rewrite the word he used.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks for long and short vowels in accented

syllables). (Have pupils write *became*, *secret*, *listen*, *interest*, by syllables, place accent, mark the vowel in the accented syllable, and then tell why the vowel is long or short.)

(*wr*). Remember that when these two letters come together (write *wr*), the *w* is silent, but we must be sure to use it in writing the word. (Erase *wr*; then have pupils write *write*, *wrong*, *wrist*, *wring*, *wringer*, etc.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 92, 93.

2. Independent reading.

Beyond Treasure Valley, pages 122–37. (Give help with *canyon*, page 123; *adventure*, page 124.)

Looking Ahead, pages 99–107. (Give with help *Jeremiah*, page 102.)

UNIT 39

A Song and a Guitar (pages 228–36)

New Vocabulary

Antonio	forward	handled	Madrid	stretch
choose	guide	knife	sailors	won

Initial Procedure

Initial preparation. (Have the following on the board.)

scrape
beg
friendly

1. What did Juan and Pedro think was the important thing about a prize guitar? Do you agree with them or with Jose? Why?
2. What was Jose's great secret?
3. What proves that Juan and Pedro were not all bad?
4. What might happen if you went to the "City of Bells" today?

Each of you, by yourself, shall make a guitar.
When Antonio, the finest guitar player in Spain,
stops at my shop on his way to Madrid,
he shall try each guitar in turn.

Introducing new words and meanings. What do you know about these two letters? (Write *knife* and underline *kn*.) The word says—. Remember how to write the last syllable; then write the word *handle*. When you move ahead of someone, you move—(Write *forward*, then *for'ward*.) The mark over the part shows that the part has the long sound it has in *soon*. (Write *choōse*.) So the word is—. When you reach as high as you can, you—(write *strēch*) your arms. What letter is silent? (Erase and have word rewritten.) Even though a big steamship has no—(write *sāil*), the men in the crew are called—(Complete *sailors*, then write *sāil'ors*.) Watch this letter. (Underline *o*; then erase and have word rewritten several times.) When you are lost, you need a—(Write *guide*.) Often when words start like this (underline *gu*), the *u* is silent. So the word says—. Check to see if the *u* is silent in—(Write *guess*, *guitar*.) This number word says—(Write *one*.) This word also says *won*. (Write *won*.) We use it when we talk about a race we have—(Indicate *won*; then erase both words, use each in a sentence, and have a pupil write the word you used.) Check *choose* and *guide* with the glossary.

A character in today's story is—(Write *Antonio*, then *Antō'ni o*.) He will go to a city called—(Write *Madrid*, then *Ma drīd'*.)

Vocabulary review. Make the word *scrape* say *scraping*. The word *beg* say *begged*! Change the word *friendly* to *friendliness*.

Silent Reading

Contents page. *Locating information; Drawing inferences*. Remember that Manuel told Jose that someday he would make a guitar to fit his song. What does the title make you think may happen in the story today?

Pages 228–29. *Gathering information*. Read to the bottom of page 229; then turn to page 95 in your Workbook. Answer questions 1–3, and also be ready to answer question 1 on the board. (Have answers to questions discussed.)

Pages 230–32 (Use same procedure with question 4 in Workbook, question 2 on board.)

Pages 233–35. *Gathering information; Exercising judgment; Drawing conclusions*. (Proceed in usual way with questions 5 and 6 in Workbook.)

Page 236. (Use same procedure with questions 3 and 4 on the board.)

Oral Reading

Marks of punctuation (purpose of comma). (Review the idea that commas are placed in sentences to divide the sentences into parts. Reading a sentence by parts, pausing slightly at the commas, makes the sentence easier to read and the meaning clearer. Read each sentence on the board for pupils, sweeping your hand under each phrase as you read. Have pupils try the same sentences. Have them look for sentences with commas on pages 228–30 and then show how such sentences should be read.)

Audience reading. (Assign the stories in the unit, "It Happened in Spain" to six pupils who need practice in oral reading. Proceed as in Unit 11. Use an extra reading period, if necessary.)

Vocabulary Enrichment and Extension

Descriptive words and phrases; Exercising judgment. (Have pupils recall the names Juan and Pedro called Jose. List the names on board; then have pupils decide which names were true. Then have them suggest words which describe Juan and Pedro, such as *jealous*, *tricky*, *mean*, *good workmen*, etc.)

Word Recognition Techniques

Irregular verbs. (Write the following words and phrases, have pupils read and erase a word or phrase, and then use it correctly in a sentence: *lose, lost; fall, fell, have fallen; make, made; think, thought; do, did, have done.*)

Integrating reading, writing, and spelling (*kn*). Remember this beginning (write *kn*, then erase), and write the word *knife*. (Continue with *know, knew, knee, kneel, knock*, etc.)

(*gu*). Remember that when words begin this way (write *gu*), the *u* is often silent. Use what you know to help you get—(Write *guess, guest, guide, guard, guitar, guilt, guilty*; then erase and have words rewritten.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 94.
2. Independent reading.
Beyond Treasure Valley, pages 138–52. (Give help with *prairies*, page 138; *fierce*, page 141.)
Looking Ahead, pages 108–17.

3. **Other activities.** If Sight Vocabulary Cards for the Third Grade are available, use cards 31, 44, 48, 51, 52, 54 as flash cards.

UNIT 40

Little Dogs (pages 238-42)

New Vocabulary

adios	Carlos	harbor	Madre's
bare	coffee	lips	Rosita

Initial Procedure

Initial preparation. (Have the following on the board.)

merry	What are little dogs?
foolish	a small slip of a boy
thought	a black thought
happy	thoughts can fly
	blow trouble away like leaves before the
hurry	east wind

Introducing new words and meanings. Prove that you know the vowel to use and write *lip*. Remember how the word *sailor* ends. (Write *sailor* and underline *or*; then erase.) Now write *harbor*; then check with the glossary for a good meaning. When your shoes and stockings are off, your feet are—(Write *bare*.) In the morning your father and mother generally drink—(Write *coffee*, then *cof'fee*.)

A new character in today's story is—(Write *Carlos*, then *Car'lōs*.) A certain animal is *Rosita* (*rō zē'tā*), and her name looks like this. (Write *Rosita*.) In Spanish, the word *Madre* (*mā'drā*) means Mother, and it looks like this. (Write *Madre*.) *Adios* (*ä dyōs'*) is the way to say good-by. (Write *adios* and have all four words pronounced several times.)

Vocabulary review. Make the word *merry* on the board say *merrily*. (Continue with *foolishness*, *thoughtless*, *happiness*.) Now tell what the suffix makes each word mean. Make the word *hurry* say *hurried*.

Silent and Oral Reading

Contents page. *Locating information; Drawing inferences.* Have you any idea why the title of the next unit is "The Birthday Candle,"

not "Candles"? What do you infer from the title that the next story will be about?

Unit title page. *Gathering information from pictures; Exercising judgment; Drawing conclusions.* Can you infer from a word on the board what the name of this character may be? To whom might this name belong? (Indicate *Rosita*.) How does the boy earn money? Why might he be blowing his pipe? What can you find out about the country of Spain from the illustration?

Pages 238-42. *Word meanings from context.* Read to the bottom of page 242. Then be ready to answer the question on the board. (How many pupils finish reading in 5 minutes?)

Locating and gathering information; Exercising judgment. Now as you reread the story, do page 97 in your Workbook. (Be with children as they work, to stimulate good production. When page is completed, have the answer to each question read aloud; also that portion of text which proves its correctness. Have pupils discover that sometimes a correct answer can be found in more than one paragraph.)

Dramatization. (Discuss the meaning of paragraphs 1 and 2 on page 239; then as one pupil reads the paragraphs aloud, have another pantomime the action.)

Vocabulary Enrichment and Extension

Phrase meaning from context. (Have pupils read each phrase on the board and then explain in their own words what the story made each phrase mean.)

Word concepts (multiple meanings). From this time on you will know that—(write *little dogs*) may be—. What is the—(write *deck*) of a ship? What other places may have decks? (sun deck, double-decker bed, etc.) What did Pierre do when he decked out his boat?

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks for long and short vowels in accented syllables; vowel rules for accented syllables). Write the word *sweeter* by syllables, put in the accent; then mark the vowel you hear in the accented syllable to show whether it is long or short. Why does it have its long sound? (Repeat with *sailor*, *candle*, *sister*, *idea*, *enter*, *reply*, *onto*.)

(*or*). Remember the last two letters on *sailor*. (Indicate *or*; then erase word.) Use the same ending and write *doctor*. (Repeat with *harbor*, *actor*, *color*, *labor*, etc.) Remember the part, the silent letters, and the ending in this word. (Write *neighbor*, underlining *ei*, *gh*, *or*; then erase word.) Who can write *neighbor*?

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 96.

2. Independent reading.

Beyond Treasure Valley, pages 155–69. (Give help with *coyote*, page 158.)

Looking Ahead, pages 118–29.

UNIT 4I

Little Dogs (*cont.*, pages 243–49)

New Vocabulary

confusion	fault	sad-looking	sight
doubt	match	save	

Initial Procedure

Initial preparation. (Have the following on the board.)

hurry	How is milk delivery different in Spain
go	from milk delivery in our country?
trot	Can you think of two good reasons why
up	Carlos gave in to the shopkeepers and filled
drive	the pails?

Before some of the doorways goats were standing,
quietly waiting to be milked.

But for the most part,
the milking was over,

and the goats were already on their way to the hills.

Introducing new words and meanings. (Have *sad*, *sad-looking*; *save*; *catch*, *match* written in the usual way.) Remember that this part says—(Write *au*.) Use it and write *fault*. When you see this group of letters in a word (write *ight*, but erase immediately), it says—. Use it and write *sight*. When I tell you that the *b* is silent,

you have no doubt that this word says—(Write *doubt* and underline *ou*.) If I try to mix you up, I try to—(write *confuse*, then *con fūse'*) you. A room where everything is thrown around is in—(Write *confusion*, then *con fū'sion*.) Check the meaning of *doubt* and *confusion* with the glossary.

Vocabulary review. Sometimes this word (write *live*) says—. Sometimes it says—(Mark the vowel long.) This word says—(Write *alive*, then *a live'*.)

Make the word *hurry* say *hurrying*. (Continue with *goes*, *trotting*, *upper*, *driving*.)

Silent Reading

Pages 243–44. *Organization; Oral recall.* Read to the bottom of page—(write 244); then open your Workbook to page 98 and number the first four sentences in correct order. (Have the numbered sentences read aloud, then used as a guide for oral recall of story.)

Pages 245–46. (Use similar procedure with the second group of sentences on Workbook page.)

Pages 247–49. (Use similar procedure and have Workbook page completed.)

Associational reading; Exercising judgment. If you see this word (indicate *delivery*, then write *deliv'er y*) by syllables, you know it says—. Now be ready with good answers to the questions.

Oral Reading

Expressing the mood of the story. How many words can you suggest which tell how Carlos felt at the beginning of today's story? (Continue with how he felt in the market place, when the donkey overturned the milk, when he was on his way to the hills. Then have the parts of the story which correspond with the numbered sections of the Workbook page read aloud, having the reader try to show through his voice how the feelings of Carlos change.)

Marks of punctuation (comma). (Have the sentences on the board read aloud to show how commas divide sentences into parts to make reading easier. Have each child find in the story a sentence containing a comma and read it aloud to show that he understands the purpose of commas.)

Vocabulary Enrichment and Extension

Skimming; Descriptive words and phrases. Skim page 243 for the name Carlos calls his goats. For two things he could hear as

he came to the market place! For the name the angry housewives called him! (Continue in a similar way.)

Word concepts (multiple meanings). Carlos was no—(write *match*) for the shopkeepers. What does that mean? (Continue with *match*, meaning something to burn, a contest, to be similar to, etc.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllables *gle, tion, tle, ten, ple, dle, ble*). In the word—(write *mingle*, then *min'gle*) how many sounds do you hear in the second syllable? But how is the syllable spelled? (Erase; have pupils write *tangle, jungle, single*; then review *direction, often, whistle, ripple, handle, stumble*.)

(Sight vocabulary.) (Review the writing of *what, when, where, while, which, why, whole, who*.)

Supplementary Activities

1. Independent reading.

Beyond Treasure Valley, pages 170–84. (Give help with *weather*, page 170.)

Looking Ahead, pages 132–42. (Give help with *Tennessee*, page 132.)

2. Other activities. If Sight Vocabulary Cards for the Third Grade are available, use cards 57, 58, 60, 61, 65, 66, 67 as flash cards.

UNIT 42

An Idea of One's Own (pages 250–53)

New Vocabulary

frolic popped

Initial Procedure

Initial preparation. (Have the following on the board.)

I'd	It's	isn't	He's
I'm	can't	wasn't	weren't
I'll	don't	They're	couldn't
You're	won't	She's	That's

Introducing new words and meanings. Think what vowel to use and write *pop*, meaning to jump out. Change the word to *popped*.

This word says—(Write *frolic*, then *frölic*.) Check with the glossary to find out what it means.

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located the next story, be ready to tell who might have had the idea. What might the idea be about?

Pages 250–53. *Verifying inferences; Exercising judgment.* Read the entire story. See whether we were right about who had the idea. Decide whether we have found out in this story what the idea is about.

Locating and gathering information. This story will bear rereading. As you reread, do page 99 in your Workbook. (When Workbook page is done, have answers read aloud, also that portion of the text which proves that the answer is correct.)

Oral Reading

Dramatization. (As someone reads paragraph 1, page 251 aloud, have some other child pantomime the action. Discuss the idea that quotation marks enclose the actual words said by characters. Have pupils locate the parts in quotation marks beginning with paragraph 3, page 251. Then have two pupils take the parts of Carlos and Pedro, trying to show as they read how excited Carlos is; how disgusted, but interested, Pedro is.)

Vocabulary Enrichment and Extension

Review of prefixes and suffixes. Use one of these suffixes (write *ful*, *ly*, *y*, *ness*, *less*, *ment*) and make this word (write *cheer*) mean full of cheer. (Continue with *sadly*, *rocky*, *meanness*, *hopeless*, *astonishment*.)

Here are some prefixes. (Write *re*, *un*, *dis*.) Add a prefix to—(write *turn*) to make the word mean come back. (Continue with *unfinished*, *disappear*.)

Word Recognition Techniques

Contractions (review). (Have pupils read and erase each contraction and then tell the words which mean the same as the contraction.)

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks for long and short vowels in accented syllables; vowel rules for accented syllables). (Proceed in the

usual way with *secret, lazy, indeed, happen, agree, interest, under, finish.*)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 101. Be sure pupils know that the compound words are to be used in consecutive order.
2. Independent reading.
Beyond Treasure Valley, pages 185–200. (Give help with *language*, page 189.)
Looking Ahead, pages 143–52. (Give help with *Nathan*, page 143.)

UNIT 43

Carlos, the Guide (pages 254–59)

New Vocabulary

act	bear	cups	kneeling	stage
amusing	board	fortune	Leandro	

Initial Procedure

Initial preparation. (Have the following on the board.)

country	laughed outright	1. Was Carlos fortunate or
easy	his face fell	unfortunate?
strange	on board ship	2. How did he feel when
		the story ended?

Introducing new words and meanings. Choose the right vowel and write *cup*. In the word *stage*, I hear the soft sound of *g*. Write the word; then tell us why the *g* is soft. On a stage you—(Write *act*.) Use one of these double vowels (write *ai*, *ea*, *oa*) and write *board*. Use this beginning (write *kn*) and write *knee*. Add a letter and make the word say *kneel*. Add an ending to make *kneeling*. The feet of Carlos were—(Write *bare*.) This word (write *bear*) also says bear. We use it when we talk about an animal, the bear, or when we mean that we cannot stand or endure something. You cannot bear to stay home from a show when everyone else is going. *Bear* is another word which these letters help us to spell. (Underline *ear*; erase word and have it rewritten)

When you are lucky, you are—(Write *fortunate*.) Then this word says—(Change to *fortune*.) When something makes you laugh, it must—(write *amuse*, then *a mŭse'*) you. Write the word *amusing*; then rewrite it by syllables and put in the accent. Check the meaning with your glossary.

Leandro (*lē ān'drō*) is a character in today's story. (Write *Leandro*, then *Le ān'dro*.)

Vocabulary review. Make the word *country* on the board say *countries*. (Continue with *easily*, *stranger*.)

Silent and Oral Reading

Contents page. *Locating information; Exercising judgment and drawing conclusions.* As soon as you have located the new story, be ready to tell whether you now know what the idea was that popped into the head of Carlos. What kind of people need a guide? Remember the Spanish ship in the harbor and think of someone who might be on it. Now can you figure out whom Carlos may guide?

Pages 254–59. *General significance of context; Verifying conclusions.* Read to the bottom of page—(Write 259.) Prove whether our thinking was right and be ready to answer the two questions on the board. (How many pupils finish reading in 6 minutes?)

Phrase meaning from context. What did Mrs. Sanders do when she—(Indicate *laughed outright*; then continue in the same way with other two phrases.)

Locating and gathering information. Now how quickly and independently can you do page 100 in your Workbook? (When page is completed, have answers read aloud, also the portion of text which proves the correctness of each answer.)

Predicting outcomes. Do you think Carlos will succeed in his plan in tomorrow's story? Why?

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). What do you see in your mind's eye when you hear and see the word—(write *board*)? What does the conductor who says—(write *All aboard*) mean? (Continue with *board*: to live with, a boarder, to board up a window, to go on board a ship, etc.)

(Homonyms). Read one of these words, erase it, and then use it correctly in a sentence. (Write *bear*, *bare*; then give two other sentences and have pupils write the word you used in each.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllables *tion*, *ten*, *tle*, *ble*, *dle*, *gle*, *ple*, *le*). In the word—(write *tickle*, then *tick'le*) how many sounds do you hear in the last syllable? How is the syllable spelled? Use what you know and write *pickle*. (Continue with *buckle*, *chuckle*, *trickle*; then review *attention*, *listen*, *whistle*, *table*, *candle*, *mingle*, *people*.)

(*ear*). Use these letters (write *ear*) and write *tears*. (Continue with *earn*, *early*, *earth*, *learn*, *heard*, *search*, *bear*, *heart*.)

Supplementary Activities

1. Independent reading.

Beyond Treasure Valley, pages 201–15. (Give help with *terrible*, page 213.)

Looking Ahead, pages 153–61. (Give help with *serious*, page 155; *anxiously*, page 161.)

2. Other activities. If Sight Vocabulary Cards for the Third Grade are available, use cards 15–21, 23–27 as flash cards.

UNIT 44

Carlos, the Guide (*cont.*, pages 260–68)

New Vocabulary

added	built	hours	large	sparkled
beauty	court	jar	piles	

Initial Procedure

Initial preparation. (Have the following on the board.)

lovely
happy
reply

1. What was the second place to which the travelers went and what happened there?
2. Where did they go next and how did Carlos' plan work out?
3. What happened at the shop of Jose?
4. In the end did the plan of Carlos work out as he wished? Prove that it did.
5. What three important things happened after the travelers sailed away?

Introducing new words and meanings. (Have *jar* and *pile* written in usual way.) Write the word *large*. The soft *g* will tell you how to end the word. This word says—(Write *beautiful*.) When I remove the suffix and change the *i* back to *y*, the word says—(Change to *beauty*.) The *u* in this word is silent. (Write *built*.) So the word says—. In Spain the houses are—(indicate *built*) around the garden. (Make a quick sketch.) The garden is called a—(Write *cōurt*.) Since the *u* is silent, the word says—. Sometimes the garden is called the—(Write *court'yard*.) Of course you can—(Write *add*.) Notice the double consonant. (Underline *dd*.) Make the word say *added*. Sun shining on ice makes the ice—(Write *sparkle*, then *spar'kle*.)

This word says—(Write *our*.) We use it when we talk about something which belongs to us. This word also says—(Write *hour*.) We use it when we talk about an hour of time. How are the two words alike? How different? (Erase words; give a sentence using each word in turn; have pupils write the word you used.)

Vocabulary review. Add the suffix *ness* to the word *lovely*. (Continue with *happiness*, *replied*.)

Silent Reading

Pages 260–68. Gathering information. Remember you are third-grade readers. You can read an entire story without once looking up. You can think as you read and remember what happened first, what happened next, etc. Show that you are third-grade readers by reading so carefully that when you are through, you can answer each question on the board without having to reread your story. (How many pupils finish the silent reading in 9 minutes? Have pupils decide for themselves how many questions they are sure about; then have them turn back to the text for answers to the other questions before discussion of questions begins. REMEMBER THE IMPORTANCE OF DEVELOPING INDEPENDENT READERS.)

Word meaning from context. What did you find out that—(write *adios*) really meant?

Oral Reading

Associating main ideas with paragraphs. Now open to page 102 in your Workbook. The first one to find the page and paragraph which go with the first main idea may read the paragraph aloud. (Continue in the same way with first section of page, but do not have numbers added at this time.)

Audience reading. (Assign the three stories in the unit "The Birthday Candle" to three different readers. Use another reading period and proceed as in Unit 11.)

Vocabulary Enrichment and Extension

Word concepts (heteronyms). Make the part in this word (write *bow* and underline *ow*) say what it does in *show*, and the word says—. Use it in a sentence. Make the part say what it does in *cow*, and the word says—. Use it in a sentence to tell us what Carlos did. Use similar procedures with *close-close*, *use-use*, *live-live*.)

Word Recognition Techniques

Irregular verbs. (Write the following on the board: *buy, bought, have bought; hold, held, have held; grow, grew, have grown*. Have a pupil read a word or phrase, erase it, and then use it correctly in a sentence.)

Integrating reading, writing, and spelling (*au*ght). In the word—(write *caught* and underline *au*ght) this group of letters says—. (Erase word.) Use what you know and write *taught*. (Continue with *caught, naughty, haughty*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 102, 103.
2. **Other suggested activities.** Use phonetic words from the absorption unit (see page 344) as a diagnostic spelling test.
3. **Tests.** Before beginning the next unit, give the informal tests on pages 104, 105, 106 of the Workbook. A score of 1 is given for each item marked correctly. Pupils should make a score of at least 25 on page 104, 5 on page 105, and 18 on page 106.

UNIT 45

The Land of the Desert (pages 270-73)

New Vocabulary

Africa	brick	dates	goatskin	palm
blazing	caravan	flocks	heat	shepherd

Initial Procedure

Initial preparation. (Have the following on the board. Have some dates to show pupils.)

- | | | | |
|-----|------|------|-------------|
| fat | wise | wave | camelseller |
|-----|------|------|-------------|
- | | |
|----------------------------------|------------------|
| (1) How the desert looks | (5) Houses |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| | 4. |
| (2) What grows there | (6) Market place |
| 1. | 1. |
| | 2. |
| | 3. |
| (3) What moves on the desert | 4. |
| 1. | 5. |
| 2. | 6. |
| 3. | (7) Camels |
| 4. | 1. |
| 5. | 2. |
| 6. | 3. |
| (4) What can be seen in an oasis | |
| 1. | |
| 2. | |
| 3. | |
| 4. | |

Introducing new words and meanings. (Have *brick*, *flock*, and *date* written in usual way. Show the real dates, or discuss the meaning of *date* as used in this story.) Use this letter (write *z*) and write *blaze*; change it to *blazing*. *Skin* begins like *sky*. Write the word *skin*. Use

one of these double vowels (write *ai*, *ea*, *oa*) and write *heat*. Use another and write *goat*. Now write the compound word *goatskin*.

This is the —(write *palm* and indicate the palm) of your hand. On the desert in—(write *Africa*, then *Āf'ri ca*) some trees are—(indicate *palm*) trees, and—(indicate *date* and add *s*) grow on them. Someone who takes care of sheep is a—(Write *shepherd*, then *shēp'-herd*.) The *h* in the last syllable is silent, and the word is —. A long line of camels and their riders is a—(Write *caravan*, then *cār'a van*.) Check the meaning of *blazing*, *shepherd*, and *caravan* with the glossary.

Vocabulary review. Make the word *fat* say *fattest*. (Continue with *wisest*, *waving*.) One who sells camels is a—(Indicate *camelseller*.)

Silent Reading

Contents page. *Locating information.* Our next unit takes us to —. As soon as you have located the first story, be ready to tell the other name by which the north of Africa is often called.

Unit title page. *Gathering information from pictures.* Before we begin this unit, suppose we have someone read aloud page 6 in our book. Do you believe the last paragraph? What do you see in the picture on the unit title page which proves that it is true? How many things about Africa can you find out from the picture? (Discuss the long, loose clothing which keeps out heat in the daytime, cold at night; the white camel as distinguished from ordinary brown ones. Have pupils decide what the camel blanket is made from. Direct them to conclude that there must be sheep on the desert if the blanket is made of wool.)

Pages 270–73. *Gathering information; Exercising judgment; Drawing conclusions from pictures.* In what direction would you travel to go from Spain to Africa? In what two ways might you go? "The City of Bells" in Spain is near the blue waters of an inland sea, so the Spanish story told us. Can you find the inland sea? What do you know about Africa, also?

The desert as shown on pages 270–71 looks much like an —. What makes the sand rise and fall in waves? Can you find the—(indicate *palm*) trees? (Discuss what an oasis is and write the word on the board.)

If you look very closely at the houses on page 272, you discover that they are made of —. How are bricks made in our country? Since it is so hot on the desert, would an oven or kiln be necessary? How might

the bricks be baked? (Bring out the fact that there seems to be a wall around the village and that the camels are coming through the village gate. Emphasize the fact that lack of rainfall is the reason why flat roofs are possible.)

A word on the board suggests what these men on page 273 may be doing.

Organization; Classification. (Call attention to heading 1 on the board. Explain that pupils are to read until they find three things which tell how the desert looks at different times. Add these suggestions under the heading; then proceed in the same way with the other headings.)

Oral Reading

Locating information. (Have the portion of the story which corresponds with each heading read aloud.)

Vocabulary Enrichment and Extension

Word concepts (descriptive words). When you see this word (write *white-walled*) it reminds you of —. (Continue with *sun-baked*, *flat-roofed*.)

(Multiple meanings). What two meanings do you know for this word? (Indicate *palm*.) On the calendar you find a —, and you can also eat —. (Continue with *rest*, meaning remainder, to sleep, a sign in music, something to lean against; *spring*, meaning water, a season, to jump, etc.)

Word Recognition Techniques

Integrating reading, writing, and spelling (compound words). Write the word *inland*. Rewrite the word by syllables and place the accent. (Continue with *someday*, *sometimes*, *underground*, *somewhere*, *within*, *anything*, *sunlight*, *camelseller*, *goatskin*.)

(ea). Use these vowels and write *lēad*. Mark the first vowel. (Continue with *east*, *beat*, *mean*, *meat*, *preach*, *preacher*, *reach*, *please*, *read*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 107, 108.
2. *Textfilm*. See *Textfilm* manual.
3. *Other activities.* Continue the mural. Have pictures of Africa on the bulletin board. See page 400 for suggested library books for use with this unit.

UNIT 46

Spanish Sunshine (pages 274-79)

New Vocabulary

ashamed	difference	husband	offended	simply
cool	either	miserable	senses	weather

Initial Procedure

Initial preparation. (Have the following on the board.)

shade	In short, he was cross.	1. At the end of the story,
lovely	He had passed the stage	where is Mr. Sanders
frolic	where he could laugh.	going to spend the day?
drop	We head for England.	2. How long will the travelers
heavy	I have my doubts.	stay in Africa? Where will
		they go next? Then where?

Introducing new words and meanings. (Have *shame*, *shamed*, *ashamed*, written in the usual way.) This word says—(Write *different*, then *dif'fer ent*.) You know what sound the *c* will have; so now the word says—(Change to *difference*.) Your father is your mother's—(Write *husband*, then *hūs'band*.) Use the part you use in *soon* and write *cool*; the word begins like *come*. A good thinker has good—(Write *sense*.) When we act foolish, we act as if we had lost our—(Add *s*.) When it rains, we say we have bad—(Write *weather*, then *wēath'er*.) We may say the—(indicate *weather*) is—(write *simply*, then *sim'ply*) horrible. You do not like such days, and I don't—(Write *either*, then *ēi'ther*.) When you say something unkind to someone, you—(write *offend*, then *of fēnd'*) them. They may walk away and act—(Add *ed*.) When you are sick, you feel miserable. (Write *miserable*, then *mis'er a ble*.) Check the meaning of *either* and *offended*, with the glossary.

Vocabulary review. Make the word *shade* say *shady*. (Continue with *loveliest*, *frolicsome*, *dropped*, *heavily*.)

Silent Reading

Contents page. *Locating information*. (Use in usual way.)

Pages 274-79. *Specific detail*; *Oral recall*. Good storytellers remember what people say and do and feel in their stories. They re-

member all the important details. Read the entire story; then we will ask someone to retell it, to see what a good storyteller he is. (How many pupils finish in $6\frac{1}{2}$ minutes? Have one child retell the story; have others add omitted details and judge the retelling. Have story skimmed for omitted details; then have questions on board answered.)

Phrase meaning from context. Your story tells you this about Mr. Sanders. (Indicate *In short, he was cross.*) Tell in your own words what *In short* means. (Continue in similar way.)

Oral Reading

Locating information. On pages 274–75, I find three paragraphs where Mr. Sanders is very hot and very cross. The first one to find them may read them aloud. Be sure to make Mr. Sanders sound as cross as he is. (Proceed in similar way.)

Vocabulary Enrichment and Extension

Locating words and phrases telling time, manner, and place. In the first sentence in the story, read the phrase which tells *when* the ship set sail. The word which tells *how* the ship moved! (Continue in a similar way, using page 110 in Workbook as a guide.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable division and accent; diacritical marks for long and short vowels; rules for vowels in accented syllables). Write the word *amuse*. Rewrite it by syllables, mark the vowel in the accented syllable, and place the accent. Why is the vowel long? (Continue with *indeed, summer, forget, station, trying, uncle, Amber.*)

(*ea*). Many times when you see these two vowels (write *ea* and mark the *e* short), the *e* has its short sound and the *a* is silent. Use these vowels and write *head*. (Continue with *breath, weather, ready, dead, ahead, meadow, instead, heavy.*)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 109, 110.
2. Independent reading.

Beyond Treasure Valley, pages 216–23, 226–33. (Give help with *describe*, page 230.)

Looking Ahead, pages 162–70. (Give help with *especially*, page 167; *realize*, 169.)

UNIT 47

I Won't! Yes, I Will! (pages 280-89)

New Vocabulary

dozen	during	hump	settled	woolly
drew	forgive	least	shaggy	young

Initial Procedure

Initial preparation. (Have the following on the board.)

explain	_____ Mrs. Sanders and Mr. Wells leave the ship.
replied	_____ Mr. Sanders lands in Africa as the camel
ripples	walks away.
alarm	_____ Mr. Sanders sits on deck and looks at the
search	shore.
trade	_____ He goes in at the gateway in the wall.
lilting	_____ He sees a camel and gets an idea.
melody	_____ The white camel makes him jump.
pluck	_____ Mr. Sanders sees Marie and Mr. Wells in
disappear	the market place.
offended	_____ Mr. Wells discovers Mr. Sanders.
miserable	_____ Mr. Sanders goes to the camel market.
confusion	_____ Mr. Wells draws some pictures.

Introducing new words and meanings. (Have *bump*, *shag*, *shaggy* written in the usual way. Have *shaggy* checked with the glossary.) This word says—(Write *give*.) And this word says—(Write *forgive*.) Use one of these parts (write *oo*, *ew*) and write *drew*. Use the other and write *wool*; now it says—(Change to *woolly*.) What does the suffix make the word mean? Recall how you spell the last syllable in *whistle*. Then write *settle*. How do you settle down in a chair? Use one of these double vowels (write *ai*, *ea*, *oa*) and write *least*. The smallest part of something is the—(Indicate *least*.) Twelve things are a—(Write *dozen*, then *doz'en*.) We may say we do something in the daytime, or we may say we do it—(write *during*, then *dūr'ing*) the day. A baby who is just a few days old is very young. (Write *young*.) Take a good eye picture of *young*. (Erase; have word rewritten several times.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* The minute I read the title of the next story, I know who is talking, do you? What do you think it is that Mr. Sanders says he won't do and then does?

Pages 280-84. *Organization.* Read to the bottom of page—(write 284); then be ready to number the sentences in group 1 in correct order. (Using numbered sentences as a guide, have the story retold.)

Pages 285-89. (Use similar procedure with second group of sentences.)

Predicting outcomes; Exercising judgment; Drawing conclusions; Verifying inferences. Now suppose we see how good we are at figuring things out. What will Mr. Wells do with the pictures? What will happen then? Were we right about what Mr. Sanders wouldn't or would do?

Context clues to meaning. How did Mr. Sanders feel when he felt —(Write *left out of things*; then continue with *hadn't counted on the camel; unfortunate, to say the least.*)

Oral Reading

Expressing the mood of the text. (Discuss the idea that everyone in the story seems to be poking fun at Mr. Sanders and playing jokes on him. Have the two parts of the story which correspond with the numbered sentences on the board read aloud; have pupils try to express in their voices the humor of what happens.)

Vocabulary Enrichment and Extension

Synonymous meanings. I will show you how to play a game. Read and erase from the board a word which means to show how. (Continue in similar way.)

Word Recognition Techniques

Integrating reading, writing, and spelling (review of syllables). (Have the following words written first in their entire form, then by syllables: *apple, able, bundle, castle, battle, chuckle, fasten, mingle, attention.*)

(Sight vocabulary). (Use the following words as a diagnostic spelling test; then review thoroughly any words which cause trouble: *do, does, done, go, goes, gone, busy, any, sure, young, lose, island, be, been.*)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 111, 112, 113.
2. Independent reading.
Beyond Treasure Valley, pages 234-48.
Looking Ahead, pages 171-81.
3. Other activities. If Sight Vocabulary Cards for the Third Grade are available, use cards 8, 14, 37, 38, 42, 45, 62, 63, 72 as flash cards.

UNIT 48

A Camel or a Ride (pages 290-300)

New Vocabulary

able	bite	draw	nonsense	promise
adventures	cactus	insisted	nor	sake
Ali	case	neither	plenty	teeth

Initial Procedure

Initial preparation. (Have the following on the board. Have a real cactus if possible; otherwise, a picture to show pupils.)

- _____ Mr. Wells agrees to help Mr. Sanders in return for a promise.
- _____ Every camelseller insists that Mr. Sanders look his camel over.
- _____ Mr. Wells shows the pictures to the camelsellers.
- _____ Mr. Wells draws some more pictures.
- _____ Mrs. Sanders discovers her husband on the camel.
- _____ All but one of the camelsellers walk angrily away.
- _____ Mr. Sanders has his picture made.
- _____ The white camel is made ready for a rider.
- _____ Mr. Sanders makes the camel get up from the sand.
- _____ The travelers stop for coffee.
- _____ Some juicy cactus branches help Mr. Sanders out.

Introducing new words and meanings. (Have *able*, *bite*, *case*, and *teeth* written in the usual way.) Use this letter (write *k*) and write *sake*. When you say you will surely do something, you—(write *promise*, then *prōm'ise*) to do it. When you have enough, you have—(Write *plenty*, then *plēn'ty*.) Use this part (write *aw*) and write *draw*. When you say something silly, you talk—(Write *nonsense*, then *nōn'-sense*.) When something exciting happens to you, you have an—

(Write *adventure*, then *ad vĕn'ture*.) When your mother says that you must do something, she will—(write *insist*, then *in sĭst'*) that you do it. Make the word say *insisted*.

If I had an apple and a pear, I might say, "You may have—(write *either*) the apple—(write *or*) the pear." If you did not want them, you might say, "I want—(write *neither*) the apple—(write *nor*) the pear." These partner words say—(Indicate *either*, *or*.) The other partner words say—(Indicate *neither*, *nor*.)

A desert plant is the—(Write *cactus*, then *căc'tus*; then show plant or picture.) *Ali* (ă'lĕ) is the name of a character in our story. His name looks like this. (Write *Ali*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Remember what you decided might happen when Mr. Wells showed those pictures. Can you explain the title of the new story?

Pages 290–94. *Verifying inferences; Organization.* Read to the bottom of page 294. Were we right about what would happen? Be ready to number the sentences in the first group; retell the story.

Exercising judgment; Drawing conclusions; Predicting outcomes. What do the last three pictures Mr. Wells drew mean? What will happen when he shows them to the camelsellers?

Pages 295–300. (Use same procedure with remaining sentences.)

Predicting outcomes. Mr. Sanders has had two days of bad luck. What kind of luck are you sure he will have from this time on? Why?

Associational reading. Do you sometimes hate to go to bed? What might happen if Mother or Father told you that you couldn't go to bed even if you wanted to do so? Are you like Mr. Sanders? Why?

Phrase meaning from context. What did the story mean when it said that in a foreign country it is *a mighty handy thing* for a traveler to be able to draw pictures? (Continue with *nothing to monkey around with, all pulled to pieces, a knowing smile, ways all their own*.)

Oral Reading

Audience reading. (Assign the stories in the unit "It Happened in Africa" to four different readers and proceed as in Unit 11.)

Vocabulary Enrichment and Extension

Review of prefixes and suffixes. (Write *ful*, *ly*, *y*, *ness*, *less*, *ment*, *re*, *un*, *dis*.) Add the suffix *ment* to—(Write *settle*, *merry*.)

Now tell what the suffix makes each word mean. (Continue with *plentiful, cupful, worthless, breathless, narrowness, sharpness, plucky, faulty, secretly, woolly, reheat, reload, unfinished, unable, discontinue, disagree.*)

Word Recognition Techniques

Review of word endings. (Have *s, ed, ing* added to *beg* and *hop*; *es, ed, ing* to *hope* and *save*; *ed, es, ing* to *hurry, reply*; *er, est* to *merry* and *happy*.)

Integrating reading, writing, and spelling (*ough*). Use this letter group (write *ough*) and write *though*. (Continue with *enough, through, rough, bough*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 114, 115, 116.
2. Independent reading.
Beyond Treasure Valley, pages 250–57.
Looking Ahead, pages 188–95.
3. Other activities. If Sight Vocabulary Cards for the Third Grade are available, use cards 22, 39–43, 46–50 as flash cards.

UNIT 49

Ali, the Wise (pages 302–5)

New Vocabulary

allow	chief	custom	march	son
brave	child	journey	pay	spite

Initial Procedure

Initial preparation. (Have the following on the board.)

And Ali, delighted at the thought,
had given her his promise.

"If you had a camel of your own,
it would be less to ask,"
his mother had said.

It would be a promise that the great chief,
Ali the Great, would send back money,
enough and more than enough, to pay for the camel.

Introducing new words and meanings. (Have *brave, march, pay, spite* written in the usual way.) A group of boys and girls are—(write *children*), but just one is a—(Change to *child* and mark the vowel.) When we do something in the same way, day after day, it grows to be a—(Write *custom*, then *cūs'tom*.) What do you do that is a custom? This word says—(Write *sun*.) This word also says—(Change to *son*.) We use this word when we talk about a boy who is his father's—(Indicate *son*.) When your mother will not let you do something, she will not—(write *allow*, then *allow'*) you to do it. Make this part (underline *ow*) say what it does in *cow*, and you know the word is —. A long trip is a—(Write *journey*, then *jour'ney* and underline *ur*.) The *o* in the first syllable is silent, and the word is —. The head of an Indian tribe is the Indian—(Write *chief* and mark the long *e*.) The *i* is silent, and the word is —. Watch these two letters. (Underline *ie*.) Which comes first? (Erase; have word rewritten several times.) A big job is a big—(Write *undertaking*, then *un der tāk'ing*.) Check *allow, chief, custom, journey* with the glossary.

Silent Reading

Contents page. *Locating information; Drawing inferences.* From the title, what kind of person do you judge our new character, Ali, to be?

Unit title page. *Gathering information from pictures.* (Have the pupils judge from the picture that this is probably a caravan which has stopped to rest at an oasis. Since there are no flocks, the men are merchants, not shepherds. Have goatskin water bag identified, and explain that tents for the desert may be woolen blankets or that they sometimes may be made of camel's hair.)

Pages 302–5. *Locating and gathering information.* Today's story calls for careful reading. The answers to the questions in the Workbook will not always be directly told in the story, but readers who think can figure them out. Read to the bottom of page—(Write 305.) Then do page 117 in your Workbooks. (How many pupils finish in 4½ minutes? When Workbook page is done, have each answer read aloud and discussed.)

Oral Reading

Marks of punctuation (comma). (Emphasize through the use of the sentences on the board that the parts of a sentence between com-

mas must swing along and be read as a unit. Set the pattern by reading the sentences first. Have pupils find other sentences in the text in which commas are used and show how such sentences should be read. Conclude by having the best reader read the day's story aloud, while the rest of the group judge the effectiveness of the reading.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). (Write the following words on the board: *sun, son; hole, whole; hour, our; one, won.*) Read and erase a word from the board; then use it correctly in a sentence. (When all words are erased, dictate a sentence using each word and have pupils write the word you used.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules in accented syllables. (Write the following words, have pupils rewrite each one by syllables and place accent, and then mark the long or short vowel in the accented syllable and explain why the vowel has that sound: *bracelet, safely, adventure, promise, instrument, every, confusion, secret.*)

Integrating reading, writing, and spelling (*ought*). This word says—(Write *ought*, then erase.) Use it and write *bought*. (Continue with *brought, thought, sought, fought*.)

Supplementary Activities

1. Independent reading.

Beyond Treasure Valley, pages 258–65.

Looking Ahead, pages 196–210.

2. Other activities.

If Sight Vocabulary Cards are available, use the cards 57–64 as flash cards. Have pupils continue the mural with an illustration of a camel caravan crossing the desert, resting at an oasis, etc. Have an illustration of an Arab shepherd with his flocks also made.

UNIT 50

Ali, the Wise (*cont.*, pages 306–10)

New Vocabulary

eager gold Hassan toothless yet

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ Ali chooses the white camel.
- _____ The camelsellers make fun of Ali and call him names.
- _____ Ali insists upon seeing the camels' teeth.
- _____ Ali tells the camelsellers that he is the grandson of Ali the Great.
- _____ Ali proves what he says by showing the bracelet.

Introducing new words and meanings. (Have *old*, *gold*; *tooth*, *toothless* written in the usual way.) This word says—(Write *yes*.) Now it says—(Change to *yet*.) If I ask you if you are ready, you may say, "Not—(indicate *yet*)!" If you are anxious to do something, you are—(Write *eager*, then *ēa'ger*.) Hassan (hà sà'n') is the name of an animal in today's story, and his name looks like this. (Write *Hassan*, then *Hassan'*.) Some people call candy—(Write *sweetmeats*, then *swēet'meats*.) Check with your glossary for the meaning of *eager* and *sweetmeats*.

Silent Reading

Pages 306–10. Organization. Read to the bottom of page— (write 310) without looking up. Then be ready to number the sentences on the board in the right order and to retell the story, using the sentences as a guide. (How many finish in 5½ minutes?)

Skimming. The camelsellers call Ali many names. Skim page 306 and find the first name. (Continue until the following list has been written on the board: *troublesome one*; *that moonfaced one*; *oh little chief*; *oh little grandson of the great*; *oh little wise one*; *oh little Ali*.)

Exercising judgment; Drawing conclusions. How many words can you think of which describe the camelsellers? Were their camels really

as good as they claimed they were? Can you add a prefix to this word (write *honest*) to describe them?

Oral Reading

Marks of punctuation (commas). (Have pupils choose sentences with commas and show how they should be read. Conclude by having one child read the day's story aloud. Have the group judge how effectively he interprets the commas.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). (Write the following words on the board and proceed as in Unit 49: *by, buy; bear, bare; break, brake; sail, sale; in, inn.*)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllable *ture*; review of *ten, tion, ble, dle, gle, le, ple, tle.*) Ali had an— (Write *ad ven'ture.*) Watch closely how the last syllable is spelled. (Erase and have word rewritten.) The main picture at a show is the *feature* picture. Remember how to spell the last syllable. Use this part. (Write *ea.*) Who can write *feature*? (Continue with *picture, creature*; then review *often, station, able, handle, mingle, chuckle, people, whistle.*)

(*aught*). Use this letter group (write *aught*, but erase immediately) and write *caught*. (Continue with *taught, naughty, haughty.*)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 118.
2. Independent reading.
Beyond Treasure Valley, pages 266–81. (Give help with *United*, page 266; *square*, page 267.)
Looking Ahead, pages 213–26.
3. Other activities. If Sight Vocabulary Cards for the Third Grade are available, use cards 1–5, 9–12, 71–72 as flash cards.

UNIT 51

Ali, the Wise (*cont.*, pages 311–15)

New Vocabulary

judge merchants robbers stolen those trust whom

Initial Procedure

Initial preparation. (Have the following on the board.)

To judge a man is a very different matter.

walked bravely

no eyes to guide your feet

May good fortune and fair weather go with you.

trust your words

judge the worth of your story

with an easy heart

Introducing new words and meanings. Write the word *these*. Change it to *those*. Write *who*. Change it to *whom*. Write *stole*. Change it to *stolen*. Prove that you know what vowel to use and write *trust*. If something is—(indicate *stolen*), it was stolen by a—(Write *robber*, then *röb'ber*.) Another name for a storekeeper is a—(Write *merchant*, then *mer'chant*.) When you give an opinion of something, you—(write *judge*) it. What sound will *g* have and why? The *d* is silent, and the word says —. Check *judge* and *merchant* with the glossary.

Silent and Oral Reading

Pages 311–15. Locating and gathering information. Read to the end of the story. Then do page 119 in your Workbook. (When Workbook page is completed, have answers read aloud, also that portion of the text which proves that each answer is correct.)

Phrase and sentence meaning from context. Ali's mother thought that a boy like Ali might well choose a camel, but—(Indicate sentence 1 on board.) What did she mean by that? (Continue with other phrases and sentences.)

Skimming. Skim page 311 and find two names Ali calls his mother which are different from our way of speaking. Skim page 314 for two names the dateseller called Ali.

Vocabulary Enrichment and Extension

Word concepts (heteronyms). When *s* has its *z* sound, this word says—(Write *close*.) Use it in a sentence. When the *s* has the *s* sound, the word says —. Use that word in a sentence. (Continue with *use*, *rēad*, *rēad*; *wīnd*, *wīnd*; *bōw*, *bow*. Then erase words, use each one in a sentence, and have pupils write the word you used.)

Compound words. What do you do when you—(write *overtake*) someone? (Continue with *undertake*, *overturn*.)

Word Recognition Techniques

Integrating reading, writing, and spelling. (Review of plurals of words ending in *f* or *fe*.) This word says—(Write *half*.) Make it say *halves*. (Continue with *self*, *wolf*, *loaf*, *shelf*, *leaf*, *calf*, *wife*, *life*, *knife*. Then have words erased and both singular and plural forms rewritten without help.)

(Sight vocabulary). (Use the following words as a diagnostic spelling test: *busy*, *any*, *again*, *sure*, *island*, *lose*, *young*, *toward*, *touch*, *been*.)

Supplementary Activities

1. Independent reading.

Beyond Treasure Valley, pages 284–91.

Looking Ahead, pages 227–43. (Give help with *buried*, page 233; *completely*, page 234.)

2. Other activities.

If Sight Vocabulary Cards for the Third Grade are available, use cards 1–14 as flash cards.

UNIT 52

Desert Sands (pages 316–24)

Initial Procedure

Initial preparation. (Have the following on the board.)

star	nose	The world was not made in a day,
help	hid	nor is the desert seen at one look.
comforting	forgot	Hassan started out with a child,
disappoint	carry	but now it is a man he carries.

Vocabulary review. Make the word *star* say *starry*; then tell what the suffix makes the word mean. (Continue with *helpless*, *comfortingly*, *disappointment*. Have *nose* changed to *nosing*, *hid* to *hidden*, *forgot* to *forgotten*, *carry* to *carried*.)

Silent and Oral Reading

Contents page. *Locating information.* (Use in usual way.)

Pages 316–21. *Skimming; Locating and gathering information.* Read to the bottom of page—(Write 321.) Then open your Workbooks to page 120. Follow directions until you are through question—(Write 3.) (Have completed sentences read aloud, also answers to questions and those portions of text which prove that the answers are correct.)

Pages 322–24. (Use similar procedure.)

Skimming. Skim page 318 for the name the camel driver calls Ali. Page 321 for the name the shepherds call him!

Sentence meaning from context. What did the camel driver mean when he said—(Indicate sentence 1 on board; then use similar procedure with sentence 2.)

Expressing mood of text. How do you suppose Ali felt when he saw the dates in his path? When he saw that the desert was only a sandy floor? When the shepherds told him he would soon see his grandfather? When he saw the desert robbers? When he was lost on the desert? (Have different pupils choose different sections of the story to show by their voices how Ali feels.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). What did Ali do when he had to—(write *part*) with his mother? (Continue with *part*, meaning a section, a part in a play, a machine part, etc.; *goods*, meaning material or possessions; *pass*, meaning an opening, to walk, a free ticket; *blow*, meaning to move, or a knock; *draw*, meaning to illustrate, to pull, etc.)

Compound words. This word says—(Write *men*.) Make it say *herdsmen*. (Continue with *horsemen*; *seller*, *dateseller*, *camelseller*; *storm*, *rainstorm*, *sandstorm*.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules for accented syllables. This word says—

(Write *robber*.) Rewrite the word by syllables, put in the accent, and mark the vowel in the accented syllable. Now tell why the *o* has its short sound. (Continue with *visit*, *eager*, *evening*, *animal*, *endless*, *notice*, *station*.)

Integrating reading, writing, and spelling (*gu*). Remember that some words begin with these letters. (Write *gu*.) Very often the *u* is silent. Use this beginning and write *guess*. (Continue with *guide*, *guard*, *guest*, *guilt*, *guilty*, *guitar*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 121.
2. Independent reading.
Beyond Treasure Valley, pages 292–307.
Looking Ahead, pages 246–64. (Give help with *usual*, page 260.)
3. Other activities. If Sight Vocabulary Cards for the Third Grade are available, use cards 15–35 as flash cards.

UNIT 53

Home on the Desert (pages 325–28)

New Vocabulary driven

Initial Procedure

Initial preparation. (Have the following on the board.)

sense	They would not have found life in him.
guide	coming to his senses
bear	A grandson to him who has no son
hug	is like food to the hungry.

Introducing new words and meanings. You may know how to— (write *drive*) a horse. The horse you drive is— (Change to *driven*; then write *driv'en*.) In today's story Ali is sure he sees things on the desert which really are not there. (Explain a desert mirage.)

Vocabulary review. Add the suffix *less* to the word *sense*; now what does the word mean? Make *guide* say *guided*. Add the prefix *un*; now what does the word mean? Another word which means to carry is

—(Indicate *bear*.) Someone who carries something is a—(Add *er*.)
Make the word *bug* say *hugged*.

Silent Reading

Contents page. *Locating information; Drawing inferences; Predicting outcomes.* Have the dates in his path brought Ali the good luck we expected? After you locate today's story, be ready to tell what you think will happen and why.

Pages 325–28. *Locating and gathering information.* Finish the story; then do page 122 in your Workbook. (Follow usual procedure.)

Phrase and sentence meaning from context. What did the desert people mean when they said that if they had not found Ali when they did—(Indicate sentence 1; then proceed in similar way with the phrase and the other sentence.)

Oral Reading

Audience reading. (Assign the stories in the unit "The Adventures of Ali" to three different readers. Proceed as in Unit 11.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). (Write the following on the board: *in, inn; by, buy; bear, bare; break, brake; blue, blew; ate, eight; right, write; read, red.*) Read and erase a word; then use it correctly in a sentence. (When all words are erased, dictate sentences using each one. Have pupils write the word you used.)

Word Recognition Techniques

Integrating reading, writing, and spelling (review of syllables). Remember, the last syllable on *picture* is spelled—(Write *pic'ture*; then erase word.) When you dare to do something, you *venture*. Who can write *venture*? Change it to *adventure*. (Continue with *able, candle, single, chuckle, ripple, castle, often, direction.*)

(*kn*). When words start this way (write *kn*, then erase), which letter is silent? Use what you know and write *knife*. (Continue with *knee, kneel, knew, know, knock, knit.*)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 123.

2. Independent reading.

Beyond Treasure Valley, pages 308–15.

Looking Ahead, pages 265–81. (Give help with *immediately*, page 267.)

3. **Other activities.** If Sight Vocabulary Cards for the Third Grade are available, use cards 36–54 as flash cards. Use phonetic words from absorption unit (see page 345) as a diagnostic spelling test.

UNIT 54

Old Friends, Old Places (pages 330–37)

Silent and Oral Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have read the new unit title, be ready to tell who might have said those words. Where are the old places told about in the story title? Who are the old friends?

Unit title page. *Picture interpretation.* How many old friends can you identify in the picture? In what part of the village was this picture made? Explain why all these friends are gathered there.

Pages 330–37. *Identifying characters through descriptive detail; Gathering information; Word meanings from context.* Finish the book. Then do page 124 in your Workbook. (How many pupils finish the silent reading in 9 minutes? Have the name of the character and the sentence with which he is identified read aloud. Have the answer to each question also read and the portion of the text which proves that the answer is right.)

Skimming; Locating information. Locate and be ready to read aloud the paragraph which gives Mr. Carl's reasons for going back to the station. The one which tells when the visitors went home from the Sanders' house.

Exercising judgment. (Have someone read aloud paragraph 3, page 3, and paragraph 3, page 336, and compare the two. Repeat with paragraph 6, page 6, and paragraph 3, page 337. How are the situations alike, how different?)

Vocabulary Enrichment and Extension

Identifying characters and places through descriptive phrases. (Write *Lapland, Norway, Spain, Brittany, England, Africa* in a column on the board.) Number these places in the order in which Mr. and Mrs. Sanders visited them. I am thinking of the Fete of the Blue Nets. Put a check (make a check to show what is meant) after the name of the country of which I am thinking. (Have pupils make other

suggestions and have other checks added to see what country gets the most checks. Repeat with names of characters.)

Word Recognition Techniques

Irregular verbs. (Write *leave, left, have left; drive, drove, have driven; bring, brought, have brought*, etc., on the board. Have a child read and erase a word or phrase and then use it correctly in a sentence.)

Word endings. Make this word (write *hop*) say *hopped*. (Continue with *hops, hopping; hope, hopes, hoping, hoped; try, tries, tried, trying; happy, happily, happier, happiest*.)

Integrating reading, writing, and spelling (*wr*). When words begin this way (write *wr*) which letter is silent? (Erase *wr* and have pupils write *wrong, write, wrote, wring, wrist, wringer*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 125.
2. **Other activities.** If Sight Vocabulary Cards for the Third Grade are available, use cards 55-72 as flash cards.
3. **Tests.** Give the informal tests on pages 126, 127, 128 of the Workbook. A score of 1 is given for each item marked correctly. Pupils should make a score of at least 11 on page 126, 20 on page 127, and 18 on page 128.

Standardized Reading Achievement Test

A Reading Achievement Test for use at the end of the Third Reader can be bought from Row, Peterson and Company. This test should be given before beginning the basic Fourth Reader, *Singing Wheels*.

Diagnosis of Pupil Growth

(Upon the completion of *The New If I Were Going*)

1. Are pupils continuing to have a thoroughly enjoyable time in learning to read as evidenced in the following ways:
 - a) Do they enter into the spirit of what is read so that the characters and events "come alive" to them as they read?
 - b) Are they growing in power to lose themselves in a good story, reading longer and longer units of text?
 - c) Are there increasing evidences of home and library reading? Are there evidences that individual pupils are developing definite tastes in reading?

d) Do pupils turn to reading as a source of enjoyable leisure-time activity?

e) Are words and expressions from books becoming part of the pupil's speaking and writing vocabulary?

2. Have pupils mastered the vocabulary of the basic books so thoroughly that they can apply this vocabulary with ease and confidence in the reading of new context?

3. Has the habit of attacking new words independently without prodding from the teacher become well established? Has the careful guidance given so far made pupils facile in the use of the following techniques: picture, context, and phonetic clues; syllabication and accent; vowel rules in accented syllables?

4. Have the foundations been laid for the independent study habits of the intermediate grades as evidenced in the following ways:

a) Can pupils keep in mind the purpose for which they are reading?

b) Can they read fairly long units of material with complete concentration on the job at hand?

c) Can they read and carry out independently the comprehension checks of the Workbook?

d) Are they showing increased ability to read between the lines and to answer questions not directly couched in the words of the text?

e) Are they able to read silently with adequate comprehension at the rate of 126 words a minute?

5. Is oral reading fluent, rhythmic, and expressive? Have pupils well-established standards for the improvement of oral reading?

6. Can they, under teacher guidance, read effectively for the following purposes: to locate and gather information; to note specific details; to follow precise directions; to organize and classify; to skim for desired information; to exercise judgment and draw conclusions based upon material read; to judge the validity of what is read by associating it with pupil's personal experiences?

7. Have you, the teacher, a sense of satisfactory accomplishment? Do you feel that the guidance in reading given so far has been systematic and fruitful?

Program for the Immature Group

UNIT PLANS FOR THE THIRD READER

The New IF I WERE GOING

UNIT I

New Vocabulary

Brittany	company	England	Marie	Spain
camel	desert	English	Norway	travel

Introduction to the Book

Book title; Building background. While you have been enjoying yourselves with Miss Lizzie, two of Alice's and Jerry's best friends have been away from Friendly Village on a long, long trip. They are—(write *Mr. and Mrs.*) Sanders. (Write *Sanders.*) Mr. Sanders' first name was—(write *Jim*), and his wife's name was Marie. (Write *Marie.*) When we go on a trip, we say we—(Write *travel*, then *trav'el.*) The vowel in the first syllable has its short sound —, and the word is —. *If I Were Going* (write title of book as you say the words) to travel, I would like to go to the seashore. Where would you like to go? Use this phrase (indicate title) as you tell us. Now read all the words on the cover of your new book.

Mr. and Mrs. Sanders certainly took a long trip, because they went—(Write *across the sea.*) Or we might say that they went—(Change *sea* to *ocean.*) How do you suppose they went? Which way would you prefer to go, by boat or by airplane? A better name for an ocean-going boat is—(Write *ship.*) The engines of the ship are run by—(Write *steam.*) So it is a—(Write *steamship.*) It is owned by a group of people who are called a—(Write *company*, then *com'pany.*) The first syllable sounds like the word—(write *come*, but erase immediately), and the word is —.

One of the countries Mr. Sanders went to was—(Write *Norway*, then *Nor'way*, underlining *or.*) Did you ever know anyone who came from—(indicate *Norway*)? Would you like to know what Mr. Sanders

saw when he got there? Turn quickly to page 21. (Allow time for full discussion of picture.)

Another country Mr. and Mrs. Sanders visited was England. (Write *England*, then *Eng'land*.) We speak English (write *English*, then *Eng'lish*), and so do the people in—(Indicate *England*.) So they would understand us when we talked to them. Would you like to know what Mr. and Mrs. Sanders saw in England? (Repeat technique with picture on page 89.)

Mr. and Mrs. Sanders went also to Brittany. (Write *Brittany*, then *Brit'tany*.) If you want to know what they saw there, turn quickly to page 145. (Allow time for full discussion.)

Still another country they traveled to was—(Write *Spain*.) Remember that when you see these two vowels (underline *ai*), you hear the long *a* sound which is —. The name of the country is —. (Use the same techniques with page 205, identifying the instrument as a guitar and bringing out the idea that Spanish people must like music and dancing.)

Still another country Mr. and Mrs. Sanders visited was covered with sand. It was a desert. (Write *desert*, then *des'ert*.) If you want to know how people travel across the—(indicate *desert*), turn to page 269. This animal is a—(Write *camel*, then *cam'el*.) We haven't really gone —(indicate phrase *across the ocean*) as Mr. and Mrs. Sanders did, but the pictures have told us so many things that it seems as if we had gone —(Write *Across the Sea in Pictures*.)

Picture recall. Now close your books. Let's see if you can read the name of each place Mr. and Mrs. Sanders visited and tell one thing you remember about each one.

Title page. Now open your books to the title page. Can you find Mr.—(indicate *Sanders*) and his wife—(indicate *Marie*)? Can you find the boy who lives in—(indicate *Spain*)? Two children who live in—(indicate *Brittany*)? Can you read the book title?

Contents page. It looks as if someone were going to travel in the same way in which we have been traveling. Read the title of the first unit and find out why I think so. How many units are there in the entire book? Can you find the unit which tells about—(indicate *Norway*)? What is the title of that unit? (Continue in the same way with units 4, 6, 8.) I am sure Mr. and Mrs. Sanders had some exciting adventures—(indicate *across the ocean*), and we will have some exciting times reading about what happened.

Vocabulary Enrichment and Extension

Synonymous meanings. (Write *desert, travel, ship, ocean* in a row on board.) Read and erase the word which means an ocean-going boat. A country covered with sand! (Etc.)

Word Recognition Techniques

Initial consonants and blends; Syllable division and accent. (Be sure all words are erased from board. DO NOT OMIT THESE ACTIVITIES.) Show me how *camel* begins, and I will finish the word for you. Maybe you could finish it for yourself. Now write the word by syllables. Listen as you say the word. Which syllable is accented? Can you add the accent mark? (Give whatever help is necessary; then repeat with *desert*.) It takes two letters to begin the word *travel*. Show me how it begins, and I will finish the word for you. Now write the word by syllables and put in the accent.

Supplementary Activities

1. **Illustration.** Have pupils make a large-sized illustration of the ship in which Mr. and Mrs. Sanders crossed the ocean.
2. **Gathering information.** Have each pupil find out in what country his father and mother, a grandfather or a grandmother was born, and bring in, if possible, something which came from across the sea for an exhibit.

UNIT 2

The Railroad Station (pages 1-6)

New Vocabulary

chair children perhaps railroad station

Initial Procedure

Initial preparation. (Have the following on the board. Under-score the words *chair* and *children* in the two sentences.)

England	would not	did not
a little English village	wouldn't	didn't
Brittany	There is	I would
seashore and fishing boats	There's	I'd
queer hats and wooden shoes	That is	I am
Norway	That's	I'm
snow-covered mountains	Do not	
Spain	Don't	
music and dancing		
The Desert	He sat in a rocking chair.	
camels	The children were all around him.	

Vocabulary review. When we traveled by picture to—(indicate *England*), we saw a house in—(Indicate *a little English village*.) When we went to—(Indicate *Brittany*; then continue in the same way.)

Short ways of saying and writing words are called "contractions." Read these words. (Indicate *would not*.) Now read the contraction which means the same. (Continue in similar way.)

Introducing new words and meanings. If I were to ask you whether you might go to Norway someday, you might say *maybe*, or you might say—(Write *perhaps*, then *per haps'*.) A word which means "maybe" is —. You might take a train on a—(write *rail*; pause; add *road*) to get to the ocean.

Silent and Oral Reading

Unit title page. *Gathering information through pictures; Using initial consonants, initial blends, and picture clues to unlock new words.* Perhaps (indicate word) you are wondering how Mr. and Mrs. Sanders ever happened to take that long trip. Turn quickly to page 1 so that we may find out.

The minute you read the sign, you know that this place is —, and the building you see is the —. I know two names for it. Do you? Now read the story title and find out whether this building is called a depot or a station in our story. Be ready to tell why you know.

Pages 1–6. *Gathering information; Specific details.* Open your Workbooks to page 1. Read the directions at the top of the page. Now read the first question. To answer that question, you must be able to finish the next two sentences. Read just far enough in your story to find the answer. (Have the sentences completed orally; then the part of the story which proves that they are correct read aloud. Continue in the same way through question 6.)

Picture and initial consonant clues to new vocabulary. Turn to page 4 and look at the picture. Now read the two sentences on the board. The new words are —.

(Continue in the same way with question 7. Direct the reading of the rest of the story in the following way.) Read until you know who used to live in—(Indicate *England*.) In—(Indicate *Brittany*.) In—(Indicate *Norway*.) Find out what girls in Spain like to do. Someone in our story does not like—(indicate *The Desert* and *camels*) at all. Find out who that is.

Preparation for Workbook activities. (In order to establish standards for correctness and good form, have the answers to question 1 on the Workbook page written before the group is dismissed. Stimulate good handwriting and emphasize the checking of spelling with the book. Have the last sentence of Workbook page read silently. Discuss the reason why *friendly* is the *best* answer.)

Vocabulary Enrichment and Extension

Synonymous meanings. (Write *children*, *perhaps*, *station*, *company* on the board.) Read and erase the word which means depot. (Continue in similar way.)

Word Recognition Techniques

Integrating reading, writing, and spelling. Prove that you know which of these vowels to use (write *ea*, *ai*, *oa*) and write the word *rail*, meaning the rail a train runs on. (Continue with *road*, *railroad*.)

Initial consonant sounds; Syllable division and accent. Show me how *children* begins, and I will finish the word for you. Listen as you say the word. Now write it by syllables and put in the accent.

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 1, 2.
2. Independent reading.
Around the Corner (Ginn and Co.), pages 5–16. (Give help with *busy*, page 6; *janitor*, page 8.)
More Friends and Neighbors (Scott, Foresman and Co.), pages 6–15. (Give help with *suddenly*, page 13.)
3. Background activities. A visit to a railroad station to identify things seen in the picture in the book would be valuable at this time.

UNIT 3

A Letter and a Surprise (pages 7-10)

New Vocabulary

agent	corner	read	sail	sold
change	net	round-trip	shall	wonder

Initial Procedure

Initial preparation. (Have the following on the board. Underscore the word *read* in the two sentences.)

isn't I'm

wouldn't don't

I'd won't

I like to read books.

Last night I read a book.

in an offhand way

cannot believe your eyes

first as last

mighty nice

Introducing new words and meanings. A man who sells tickets is a ticket—(Write *agent*, then *a'gent*.) The vowel in the first syllable is long and has the sound —. What sound will *g* have and why? The man is a ticket —. When he sells tickets, he probably gives the people back some—(Write *change*.) How many vowels do you see? Then what sound will the *a* have? What sound will the *g* have and why? The word is —. Perhaps the depot is on the—(Write *corner*, then *cor'ner*, underlining *or*.) Since you see one vowel in this word (write *shall*), what sound will it have? The word is —. Use the word in a sentence.

(Repeat with *trip*.) This word says—(Write *around*; then change to *round*.) When you go somewhere and come back again, you make a —(Write *round-trip*.) This word says—(Write *one*.) This word also says *won*. (Change *one* to *won*.) We use this word when we talk about a race we have won. This word will help you get a longer word. (Complete *wonder*, then write *won'der*.) When we don't know the answer to something, we—(indicate *wonder*) about it.

Read the sentences on the board and make them sound right. Sometimes this word—(write *read*) says —, and sometimes it says —.

Vocabulary review. When you get into mischief, you generally get into—(Write *trouble*.) When you drop a piece of paper without thinking what you are doing (illustrate), we say you drop it—(phrase 1). When you say something without thinking much about what you are saying, you talk—(phrase 1). When something surprises you so much that you can't believe what you are seeing, you—(phrase 2). If something you hear surprises you, you—(phrase 2; change *eyes* to *ears*). If Mother tells you to hang up your clothes, you may as well do it—(phrase 3). What does that mean? Something very nice is—(phrase 4).

Silent Reading

Contents page. *Locating information; Drawing inferences.* Mr. Sanders said that he would never go traveling. Yet we know he did. Read the title of the next story. Can you figure out what happened to make him change his mind?

Pages 7–10. *Specific detail.* Sometimes we must remember exactly what a story tells us. We call that reading for details. Read to the bottom of page 10. Find out the names of two people whom Mr. Sanders knew when he lived in England. One person Mrs. Sanders knew when she lived in Brittany! (Be with the group to stimulate concentration, but not to give unnecessary help. If any pupil shows signs of having trouble, tell him the words that are bothering him, but **KEEP NOTE OF SUCH WORDS**. When silent reading is over, write such words on the board, and have some pupil [preferably the pupil himself] tell what clues should have been used to unlock the words.)

Now open to page 3 in your Workbook. Finish sentences 1–12. You may have to reread parts of your story. Be sure to check your spelling with your book and to use your best writing. (Again be with group to stimulate good results.)

Word clues. How did you help yourselves with these words? (Write *sold*, *sail*, *net*; have attention directed to *old* in *sold*, to the vowels in the other two words.)

Oral Reading

Verifying information. (Have each Workbook sentence read aloud, also the portion of the text which proves its correctness.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). When you take a journey, you take a—(Write *trip*.) But what do you do when you stumble over a rug? When you walk with a light, quick, step? (Continue with *change*, meaning to alter, money; *fine*, meaning splendid, a penalty; *sail*, meaning cloth, to steer a boat, to pass over, etc.)

Word Recognition Techniques

Initial consonants; Syllable division and accent. Show how *corner* begins, and I will finish the word. Write the word by syllables and put in the accent. (Repeat with *wonder*.)

Integrating reading, writing, and spelling. Prove that you know which vowel to use (write *a*, *e*, *i*, *o*, *u*) and write *shall*. (Repeat with *net*, *trip*.) Use one of these vowel pairs (write *ai*, *ea*) and write *sail*. Read!

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 4.
2. **Independent reading.**
Around the Corner, pages 17–32. (Give help with *subway*, page 17; *platform*, page 18; *fuzzy*, page 19; *apartment*, page 27.)
More Friends and Neighbors, pages 16–21.
3. **Illustration.** Have pupils make an illustration of the railroad station as the beginning of a mural or book of travel pictures.

UNIT 4

A Letter and a Surprise (*cont.*, pages 11-14)

New Vocabulary

begin	chance	interest	rug	wrote
begun	count	pleasant	themselves	York

Initial Procedure

Initial preparation. (Have the following on the board. Underscore the words that are in italics.)

steamer	The show <i>began</i> at two o'clock.
a steamer rug	So the first show has <i>begun</i> .
all ready to sail	The next show will <i>begin</i> at four.
stood right over him	until he <i>wrote</i> a letter
their bags	all by <i>themselves</i>
	<i>count</i>

At the edge of Friendly Village,
on the street that ran along the river,
stood the railroad station.

It was a sleepy little station,
and nothing much ever happened there.

Introducing new words and meanings. Read these three sentences on the board. (Indicate sentences with *began, begun, begin*.) Make each sentence sound correct. The three underlined words are—. Watch the vowel. What does this word say? (Write *begin*; then repeat with other forms.)

Another name for a steamship is a— (Indicate *steamer*.) It is very cold out on the ocean. Travelers carry a blanket in which they can wrap up when sitting out on deck. They call it—(Indicate a *steamer rug*.) The short sound of *u* in the last word is—, and the word is—. Travelers also have flat trunks called—(Write *trunks* after *steamer*.) Their friends write letters which the mailman delivers just before the ship sails. These are called—(Change *trunks* to *letters*.) They keep the travelers from being—(write *lonesome*) as they cross the ocean. Travelers also carry their suitcases, or—(Indicate *their bags*.) A long time ago, boats did not have engines. The only way they could go was to have someone row them or to have the wind fill their sails. Today when we talk about a boat which is—(indicate *all ready to sail*) we do not mean that it has sails, but that it is all ready to—. In our story today, someone makes Mr. Sanders do something. That person—(indicate *stood right over him*) until he did it. What does that mean?

If I were to tell you a very exciting story, I am sure it would—(write *interest*, then *in'ter est*) you. You would be very—(add *ed* to both forms.) If you do something to—(write *please*) Mother, she feels

very pleasant. (Write *pleasant*, then *pleas'ant*.) Do you notice that the first vowel in *please* has its long sound? The same vowel in the first syllable of *pleasant* has the _____ sound. These two partner words are—. I wish I had a chance (write *chance*) to go with Mr. Sanders, don't you? What sound does the second *c* have and why? The largest city in the United States is—(Write *New York City*.) Make this word (indicate *York*) begin like *yes*. The little word inside helps you to know that the word says—. (Have New York City located on a map; then emphasize the idea that most ships sail from New York.)

Silent Reading

Pages 11–14. *Specific detail*. Turn quickly to page 11; then read silently to the end of the story. Then finish sentences 13–16 on page 3 in your Workbook. (Note precautions in Unit 3 for silent reading. Have completed sentences read aloud, also the portion of the text which proves their correctness.)

Word clues (context and phonetic parts). You didn't have trouble with this word (indicate *wrote* in phrase on board) because you let the sense of the sentence help you. Read the phrase. (Repeat with *themselves*.) What helped you to know that this word said—(indicate *count*)?

Oral Reading

Marks of punctuation (commas). One way to improve our oral reading is to let the commas help us. (Discuss the idea that commas divide sentences into parts; that parts make the sentences easier to read and understand. Show by reading the two sentences on the board how the eye takes in all the words up to the comma, and the voice swings along and then pauses. Swing your hand under each phrase as you read. Have pupils read the same sentences and then find and read other sentences in the text in which there are commas.)

Vocabulary Enrichment and Extension

Introducing the glossary. When grown-up people want to find out what a word means, they use a dictionary. (Have one to show.) Your book has a little dictionary called a glossary to help us know what words mean. Turn quickly to page 338. (Have the best reader read the title and the three lines of explanation.)

Notice that the words are divided into groups. All the words in group 1 begin with—. In group 2 with—. It looks as if the groups were arranged according to the letters of the alphabet. Let's say the letter with which each group begins and see. What four letters are omitted from this glossary? (This is the time to be sure that EVERY CHILD KNOWS THE ALPHABET.)

Show me by writing on the board how *desert* begins. Then under what letter in the glossary will we look for the word *desert*? Find the word *desert*; then be ready to read aloud the meaning of the word. (Continue with *perhaps*, *pleasant*, *station agent*, *travel*.)

Word Recognition Techniques

Initial blends; Syllable division and accent. It takes two letters to begin *pleasant*. Show how *pleasant* begins, and I will finish the word for you. Rewrite the word by syllables and put in the accent. (Repeat with *station*, *travel*, *friendly*.)

Integrating reading, writing, and spelling. Prove that you know what part to use and write *round*. (Repeat with *count*.) Write *old*; change it to *sold*.

Supplementary Activities

1. **Illustration.** Have pupils draw a picture of New York City to be added to mural or to a travel book.
2. **Independent reading.**
Around the Corner, pages 33-40.
More Friends and Neighbors, pages 22-31.

UNIT 5

On the High Seas (pages 15-20)

New Vocabulary

deck high land Larsen ski strange

Initial Procedure

Initial preparation. (Have the following on the board.)

on the high seas	In a corner of the deck,
my eye lighted on it	all covered up in a steamer rug,
your home town	sat Mrs. Sanders,
look up my brother	talking to a pleasant-looking man.
count on me	
land in Norway	

Introducing new words and meanings; Building background. If your last name were—(write *Larsen*, then *Lar'sen*), I would pronounce it—. When these two letters come together in a word (write *high* and underline *gh*), they are silent. The vowel has its long sound —, and the word is—. (Erase and have some child rewrite *high*.) The short sound of the vowel in this word (write *deck*) is—, and the word is—. Turn to the glossary on page 338. What will *deck* mean in our story today? When you go to another country, things will seem very—(Write *strange*.) Notice that the word begins like *straight*. (Underline *str*.) What sound will the first vowel have and why? What sound will the *g* have and why? The word is—. You will be a—(Add *r* to form *stranger*.) These children are traveling on—(hold up page 25), and the word *skis* looks like this. (Write *skis*.) Check with your glossary to find out what *skis* really are. Someone who jumps on skis is a—(Write *ski jumper*.)

When the ship gets out in the middle of the ocean, the waves are very high. Maybe that is why the middle of the ocean is called—(phrase 1). When I am looking for something and suddenly find it, I may say—(phrase 2). What is the name of—(phrase 3; bring out the idea that it may be the town in which one lives or the town in which he was born)? If I asked someone to—(phrase 4), what would I want him to do? If someone needed help and I said that he could—(phrase 5), what would I mean? What would it mean to—(phrase 6; underline *and* in *land*)?

Vocabulary review. These partner words are—(Write *please*, *pleasant*.) Dimes and nickles are—(Write *change*.) When you want your turn to play ball, you want a—(Write *chance*.) This letter (write *exciting*, *expect* and indicate *x* in each) helps you to know that these partner words are—. Mr. Sanders—(write *wrote*) a letter.

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as you have located the next story, be ready to tell where Mr. Sanders is now and how you know.

Pages 15–16. *Picture interpretation.* (Have the steamer rugs identified, also the deck of the ship.)

Specific detail. Read to the bottom of page 16. Find out the name of the man to whom Mrs. Sanders is talking and at least four things about him. (Give no help. If pupils cannot recall, after reading, four things about Mr. Wells, have pages reread.)

Pages 17–18. *Word meaning from context.* What do you think of when you see the word—(write *cabin*)? Read the next two pages. What is a—(indicate *cabin*) on a ship? Check with the glossary.

Pages 19–20. *Specific detail.* Finish the story and find out five things about Cobbler Jim. (Follow techniques used above.)

Oral Reading

Marks of punctuation (commas). (Review techniques from previous unit, using the sentence on board.)

Audience reading. (Assign to the three best readers the three stories read so far. When stories are read, have the group decide what makes the reading interesting.)

Vocabulary Enrichment and Extension

Hyphenated words. Something which is as blue as the sky is—(Write *sky-blue*.) This mark (indicate hyphen) is called a hyphen, and the word is a hyphenated word. Tell us about something which is this color and use this word. (Repeat with *gay-colored*, *dark-eyed*, *snow-white*, etc.)

Word Recognition Techniques

Initial consonant blends. Show me how *small* begins, and I will finish it for you. Remember, it will take two letters. (Continue with *great*, *friendly*, *crowd*, *twist*, *sparkle*, *drop*.)

Phonetic parts. (Write *oo, ou, oy, or.*) Prove that you know which part to use and write *room*. (Continue with *ground, toy, word*; then with *ow, ur, ar, ay, aw, ew*, having pupils write *show, church, far, stay, saw, few*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 5, 6. Have pupils complete orally each list of hyphenated words on page 6. Supervise completion of first sentence.
2. **Diagnostic spelling test.** Use the following words: *rail, road, railroad, chair, shall, net, trip, read, sold, round, count*.
3. **Tests.** Give the informal tests on pages 7 and 8 of the *Workbook*. Use a special period for tests. If the unit plans of the *Guidebook for The New Through the Green Gate* have been consistently followed, pupils should have little trouble. If weakness is apparent in any pupil, use techniques suggested in the *New Through the Green Gate Guidebook*. The scores on these tests are not the important item.

UNIT 6

The Land of Mountains (pages 22-25)

New Vocabulary

between	frozen	low	skate	swift-running	valleys
brooks	lakes	reach	slide	tumble	waterfalls

Initial Procedure

Initial preparation. (Have the following on the board.)

reach higher than the clouds
 at the foot of the mountain
 in the low places
 between the mountains be tween'
 Here and there,
 in open places on the mountainsides,
 are the mountain pastures.

Introducing new words and meanings; Picture interpretation;
 Contents page. Mr. and Mrs. Sanders landed in—. So the title of

the next unit is—. The title of the first story is another name for Norway. Is it a good name? Turn quickly to page 21.

These mountains are very high. They—(Indicate phrase 1.) Let the little word inside the big word help you (underline *each* in *reach*), and you know that the mountains—. The farm in the picture is—(Indicate phrase 2.) Farms in Norway are—(phrase 3). This part (underline *ow* in *low*) says what it does in *show*, and the word is—. These low places are—(phrase 4). They are called valleys. (Write *valleys*, then *val'leys*.) Check with the glossary and find out what a valley is. Now put your finger on the valley in the picture. Why is it a valley?

Pages 22–23. The first illustration on page 22 is a—. What country is very near Norway on the map? The ship you see is coming from—. It is going to—. Its name is—. On board the ship are—. (Bring out through discussion that the trees in the other picture on page 22 are evergreens, also the reason why they do not grow on the mountaintops.)

Water flowing down a mountainside as it does on page 23 is called a—(Write *water*, then add *fall*.) The water seems to—(write *tumble*, then *tum'ble*) down. The short sound of *u* in the first syllable is—, and the word is—. The water may tumble into a—(write *river*), a—(write *lake*, calling attention to the two vowels), or a—(Write *brook*, underlining *oo*.) The part says what it does in *look*, and the word is—.

If you run very fast, you are a—(write *swift*, underlining *if*) runner. The word begins like *swing*. The little word inside (indicate *if*) helps you to know that the word is—. The brook into which the waterfall tumbles is also—(Complete *swift-running*.) Some water in our story grew so cold in the winter that it—(Write *froze*, directing attention to the two vowels.) For a long time it was—(Add *n* to form *frozen*.) If you had been there, you might have liked to—(Write *skate* and *slide*, directing attention to vowels in each word.)

Silent Reading

Pages 22–23. *Specific detail*. Now read the two pages. Be ready to tell at least eight things you might see during—(Write *Summertime in Norway* and list under it the suggestions given.)

Page 24. *Specific detail*. Good readers can find eight more things on this page to add to our list.

Sentence meaning. Someone who knows how to let commas help him may read the sentence on the board. What do you think is meant by *open places on the mountainsides*? Now show what good thinkers you

are. Where are the farms? The pastures? To get from a farm to the pasture what would you have to do?

Skimming; Word meaning. When do people go from the farms to the mountain pastures? If you do not remember, skim paragraph 2 and find out. In this paragraph—(write *spring*) means a—.

Page 25. Specific detail. Now read page 25 and find at least eight things you might see during—(Write *Wintertime in Norway*.)

Oral Reading

Locating information; Paragraph identification. Read three paragraphs which tell about the waterfalls. Show by your voice how beautiful the falls are. (Continue in similar way.)

Vocabulary Enrichment and Extension

Synonymous meanings. (Write the following words on the board: *tumble, valley, swift, frozen, low, foot, country*.) Read and erase the word which means a low place between hills. To fall! (Etc.)

Word Recognition Techniques

Integrating reading, writing, and spelling. Prove that you know what vowels to use and write *slide*. *Froze!* You need this letter (write *k*) in *lake* and *skate*. Write both words. You hear the word *if* inside the word *swift*. Who can write the word? Use one of these parts (write *oo, ow*) and write *brook*. Use the other and write *low*. Use the vowels you need (write *ai, oa, ea*) and write *each! Reach!* Write *all*. Change it to *fall*.

Adding *ing* to words ending in silent *e*. Watch carefully. I am going to change the word—(write *come*) to—(Erase *e* and add *ing*.) Watch again. (Repeat with *race, ride, make, wave*.)

If you have watched closely, you can make this word (write *slide*) say *sliding*. (Repeat with *skating, tumbling, giving, surprising*.) When a word ends in *e*, you usually drop the *e* before adding *ing*.

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 9, 10. Be sure directions are understood, but have pages done independently.
2. **Illustration.** Continue the mural or the book of travel pictures. Have pictures of Norway brought in if possible, also various things which have come from Norway.
3. **Textfilm.** See Textfilm manual.

UNIT 7

The Coming of Spring (pages 26-30)

New Vocabulary

belonged	heels	kick	owed	seventeenth
bright	herdboys	Kita	pencil	throw
fight	Inger	Ola	Sarta	

Initial Procedure

Initial preparation. (Have the following on the board.)

far up in a mountain valley	At last he had it.
couldn't stand for that	parading up and down
bring that about	in the middle of things
without something else thrown in	

1. To what farm did the pasture belong?
2. Then to what man did it belong?
3. What farm animals were going to graze there?
4. At what time did the farmers pay their grazing bill?
5. Who paid the herdboys?
6. Where were the cows to go first and why?
7. Where were they to go after that?

Ola Carl Inger Martha

Introducing new words and meanings. Find and read two names which sound like names used in our country. This boy's name (indicate *Ola*) is *Ola*, and his sister's name is *Inger*. (Indicate word and have all four names read.) Two cows which belong—(write *belong*, then *belong'*) to the children are—(write *Sarta*, then *Sar'ta*) and *Kita* (*kē'tä*). The word *Kita* looks like this. (Write *Kita*.) Many cattle are a—(write *herd*, underlining *er*), and the one who cares for the herd is the—(Complete *herdboy*.) Sometimes during milking, a cow may—(Write *kick up her heels*.) What happens then?

Since this word says—(write *night*), it now says—(Change to *fight*, then to *bright*.) The part in this word (write *throw* and underline *ow*) has the sound it does in *show*, and the word is—. Then this word says—(Write *owe*.) If you borrow a dime from me, you—(indicate *owe*) me a dime. Sometimes you write with a—(write *pen*), some-

times with a—(Complete *pencil*; then write *pen'cil*.) What sound will the *c* have and why? The word is—. Watch this word grow. (Write *seven*; add *teen*; then *th*.) A farm in today's story is called—(Write *Long*; then add *hide*.)

Phrase meanings: Colloquial expressions. (Have the phrase *far up in a mountain valley* read, and bring out the idea that going up a valley is like going up a street, not up in the air.) When we were wasting time, I said that I—(Indicate phrase 2.) What did I mean? If you want something nice to happen, you may say, "How can I make that happen?" or "How can I—(phrase 3)?" Two boys were arranging a trade. One said, "I can't give my flashlight for that knife—(phrase 4)." What did he mean? The boy with the knife thought about what else he had to give. Then—(Indicate *At last he had it*.) What does that mean? If you remember this word (write *parade*, then *parade'*), you know that before long he was—(phrase 5) with the flashlight. Other boys gathered round, and he was right—(phrase 6). Where would you be if you were right in the middle of things?

Silent Reading

Contents page. Locating information; Exercising judgment. Farmers in Norway go to the mountain pastures at what time of year? As soon as you have read the title, be ready to tell whether you think they will go to the mountain pasture in today's story.

Pages 26–27. Specific detail. Read just far enough to be able to write after each of these names (indicate names of children) the number which tells how old each child is. Now find each child in the picture. What two things does the picture tell you about Ola's cow which were also told by the story? One thing about Carl's cow?

Gathering information; Associational reading. Read until you know the answers to questions 1–3 on the board. (Have answers fully discussed.) If your father allowed other farmers to pasture their herds on his land, what would he expect these farmers to do? Is this true in Norway? Read until you can answer questions 4 and 5.

Page 28. Associational reading; Gathering information. If you kept your dog tied up in a barn for weeks, how would he act when you set him free? Do other animals act like that? Read page 28 and find out what is going to happen at Longhide.

Page 29. Gathering information. Carl has a plan and carries it out. Read until you know the plan and how it came out.

Page 30. Skimming; Word meaning from context. Skim the first paragraph for the exact day on which the cows were set free. Then in this paragraph—(write *May*) is the name of a—.

Gathering information. Finish the page and be ready to answer questions 6 and 7.

Associational reading. Remember where the girls stayed. Remember where the boys were. Are boys and girls in Norway very much like those in this country? Why?

Oral Reading

Developing understanding of main story divisions. (Discuss the idea that the first five paragraphs tell about the family and where they live. Write *The Family* on the board and have that portion of the story read aloud. Continue with *The Mountain Pasture*, *Carl's Plan*, *The Seventeenth of May*.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). A ship has a—(Write *deck*.) Use this word and make it mean some cards. What would we do if we were to deck out our room? (Continue with *land*: country, to bring to land; *hide*: to conceal, the skin of an animal.)

Word Recognition Techniques

Integrating reading, writing, and spelling. Whenever you see this group of letters (write *ight*), the *i* has its long sound and the *gh* is silent. So this part of a word will say—. (Erase.) Write *night*. (Continue with *might*, *light*, *fight*, *bright*.)

Use one of these parts (write *ow*, *er*) and write *throw*. *Owe!* Use the other part and write *herd*, meaning a herd of cattle. Prove that you know what vowels to use and write *heel*. Write *kick*. Remember to begin it this way (write *k*; then erase) and end it this way. (Write *ck* and erase.)

Adding *ing* to words ending in silent *e*. Make this word (write *live*) say *living*. (Continue with *graze*, *owe*, *shine*, *trade*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 11, 12. Have directions discussed. Supervise the writing of the first word and the completion of first group of sentences on page 12.

2. Independent reading.

Around the Corner, pages 42–49. (Give help with the words *giant*, *midget*, page 42.)

More Friends and Neighbors, pages 32–43. (Give help with *detour*, page 32; *does*, page 36.)

3. Other suggested activities. Begin reading aloud to pupils from *Sidse Longskirt* by Hans Aanrud, published by John C. Winston Co.

UNIT 8

Who Will Win the Fight? (pages 31–37)

New Vocabulary

battle	dead	felt	ground	loud	stir
bellow	earn	flags	ideas	path	toss
cry	excitement	frighten	led	splendid	yell

Initial Procedure

Initial preparation. (Have the following on the board.)

the outcome of the battle

a man of ideas

stir up excitement

Introducing new words and meanings. This word says—(Write *bed*.) Now it says—(Change to *led*; then repeat with *bag*, *flag*; *fly*, *cry*; *night*, *fright*, *frighten*.) If someone pinched you, I am sure you—(write *felt*) it. Watch the part, and you know this word says—(Write *stir* and underline *ir*; then repeat with *loud* and *ground*, underlining *ou*.) Write the word *read*. Sometimes this word says—. Make it say *dead*.

Another name for a *fight* is a—(Write *battle*, then *bat'tle*.) A battle is always—(Write *exciting*.) Now the word says—(Erase *ing* and add *e*.) Something exciting always causes plenty of—(Complete *excitement*; then write *excite'ment*.) This word says—(write *cross*), but now it says—(Change to *toss*.) This word says—(Write *yellow*.) Now it says—(Erase *ow*.) A loud cry is a—. When cows moo very loudly, we say they—(Write *bellow*, then *bel'low*.) Another name for a trail is a—(Write *path*.) When you work to make money, you earn (write *earn*) money. Take a careful eye picture of the first three

letters. (Erase and have word rewritten.) When you think up a way to make something, you think up some—(Write *ideas*, then *i de'as*.) The vowel *i* has its long sound. So has the *e*. The word is—. When you are through with your work, I may say, "That is very fine." I may say, "That is—(Write *splendid*, then *splen'did*.) Now turn to your glossary. Find a good meaning for—(Indicate *bellow*, *splendid*, *toss*, *idea*.)

Phrase meanings. What do we mean by—(indicate phrase 1)? What do you do when you—(phrase 2)? If you called someone—(phrase 3), what kind of fellow would he be?

Silent Reading

Contents page. *Locating information; Drawing inferences.* Be ready to tell how you would answer the question in the title.

Pages 31–37. *Organizing events in sequence; Oral recall.* Read just the first page of the story. Then open to page 13 in your Workbook and number the sentences in the first group in the order in which things happened in the story. (Have pages 32–33 read for sentences in group 2, pages 34–35 for group 3, pages 36–37 for group 4. Have the sentences read aloud in correct sequence. Using the sentences as a guide, have the story retold orally.)

Oral Reading

Marks of punctuation (commas). (Proceed as in previous units.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). (Write *ob*, *owe*.) When you are excited about something, you often say *ob*. Which of the words on the board do you use? To tell me that you owe me some money, which word would you use? Read and erase one of the words and use it in a sentence. Now rewrite the word you used. (Continue with *herd*, *heard*.)

Word Recognition Techniques

Integrating reading, writing, and spelling (ear). To make money is to—(write *earn* and underline *ear*) it. This word says—(Write *early*; then *learn*, *heard*; erase and have words rewritten.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 14. Have pupils recall the age of each child and fill the blanks in the first group of sentences orally, before doing the page.

2. Independent reading.

Around the Corner, pages 50–62. (Give help with *chattered*, page 53; *whistle*, page 55; *breaking*, page 61.)

More Friends and Neighbors, pages 44–49.

3. Other suggested activities. Read to pupils chapter 3 of *Sidse Longskirt*, "Letting Out the Cattle."

UNIT 9

Up to the Mountain Pasture (pages 38-43)

New Vocabulary

ahead	calves	drive	lay	meet	preacher	waded	wide
bridge	dew	kids	lead	need	seems	welcome	

Initial Procedure

Initial preparation. (Have the following on the board.)

1. Why must the family carry so many things?
2. How far was the pasture from the farm? _____ pine woods
3. How far did the wagon road go? _____ brook
4. How far did Mother climb on foot?
5. How far did the boys climb? _____ pasture
6. When the wagon road ended,
what happened to the baskets? _____ green field
To the horse? To the wagon?

The preacher's farm	Hill Farm	Riverside Farm
Longhide Farm	Farm in the upper valley	

Introducing new words and meanings. This word says—(Write *feet*.) Change it to *meet*, meaning to meet someone on the street. (Use same techniques with *made*, *wade*; *ride*, *wide*; *read*, *lead*; *may*, *lay*.) The two vowels help you to know that this word says—(Write *seem*, then *need*.) This word says—(Write *each*.) Add two letters and make the word say *preach*. Add two letters on the end and make the word say *preacher*. What is another name for a preacher? What does he do when he preaches? This word says—(Write *new*.) Change it to *dew*, the word we use when we talk about the drops of water we see on the grass in the morning. Watch the vowels; this word (write *drive*) which tells what Father does with his car is—.

This word says—(Write *well*.) When you tell a visitor that you are glad to see him, you—(write *welcome*, then *wel'come*) him. What do we do to *well* before we add the last syllable? This word says—(Write *half*.) The word *calf* is just like *half* except the first letter. Who can tell what a calf is and then write the word? If you see more than one calf, you see—(Write *calves*.) When you walk in front of someone, you walk—(Write *a*; pause; then add *head*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Good thinkers will be able to tell what time of year it is in today's story, as soon as they read the title.

Page 38. *Picture clues; Drawing inferences.* How many cows were at Longhide Farm? Explain all the cows in the picture.

Specific detail. Some of the cows came from each of these places. (Indicate *The preacher's farm*, etc.) Read and be able to write after each place the number of cows that came from there. How can we figure out how many cows there were altogether?

Context clues to meaning. You found out that in this story a—(write *kid*) is a baby—. Check with the glossary.

Page 39. *Gathering information; Drawing inferences.* Read so carefully that you can answer questions 1-5. Only good thinkers can answer question 5. (When questions have been answered orally, have text which proves that each answer is correct also read.)

Page 40. (Repeat techniques above with question 6.)

Pages 41-43. *Organizing events in sequence; Oral recall.* The family came to these four places. (Indicate *pine woods*, etc.) Be ready to number these places in the order in which the family came to them; then tell what happened at each place.

Oral Reading

Expressing mood of text. (Discuss the idea that the family is gay and happy as they start the climb, tired and cross as the day goes on, happy again as they reach the pasture. Have pupils read paragraphs which express these different feelings and show by their voices how these feelings change.)

Vocabulary Enrichment and Extension

Suffix *ful*. When we add this syllable (write *ful*), it makes the word to which we add it have a different meaning. To be—(write

helpful) means to be full of—. To be—(write *play*; pause; then add *ful*) means to be full of play. We call this syllable a "suffix." (Write *suffix*.) Add the suffix *ful* to this word; then tell what it means. (Write *care*; then continue with *watch*, *rest*, *hope*.) A—(write *handful*) means that your hand is full of something. What does—(write *armful*) mean?

Word Recognition Techniques

Plurals in *s* and *es*; Syllable division and accent. Add *s* to this word to make it mean more than one (Write *road*.) Use the new word in a sentence. (Repeat with *wagon*, *girl*, etc.)

Sometimes we must add—(write *es*) to a word to make it mean more than one. Make this word mean more than one. (Write *church*.) Listen as you say *churches*. How many syllables do you hear? Every syllable in a word must have at least one vowel. Think of that, and write the word by syllables and put in the accent. (Repeat with *bench*, *branch*, *dish*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 15, 16. Have the text on page 15 read aloud and blanks filled orally before pupils are set free to work independently.
2. **Independent reading.**
Around the Corner, pages 62–68.
More Friends and Neighbors, pages 50–56.
3. **Other suggested activities.** Read to pupils chapter 4 from *Sidsei Longskirt*, "In the Mountains."

UNIT 10

Carl, the Herdboy (pages 44-47)

New Vocabulary

butter	closed	hut	lost	rich
cheese	Crooked	juicy	meadows	tinkle

Initial Procedure

Initial preparation. (Have the following on the board.)

_____ Carl packed his dinner bag.	hardly
_____ Carl got up in the middle of the night.	slowly
_____ Mother called Carl.	splendidly
_____ Mother made Carl go back to bed.	carefully
_____ Carl took one little nap and then another.	late
_____ Mother went some of the way with Carl.	latest
_____ Carl fell fast asleep.	fine
_____ Carl brought the herd safely to the hut.	finest

Introducing new words and meanings. To shut the door means to—(write *close*) it. To have much money is to be—(Write *rich*.) Ground in which seeds grow well is—(indicate *rich*) ground. An old house is sometimes called a—(Write *hut*.) The vowel is —, and the word is —. Check the meaning with the glossary.

From cow's milk we make—(write *butter*, then *but'ter*) and—(Write *cheese*). Something which is not straight is—(Write *crooked*, then *crook'ed*.) When you squeeze an orange, you find that it is—(Write *juicy*.) If you cannot find your way home, you are—(Write *lost*.) What do we mean when we say that someone has—(write *lost his head*)? Sometimes this word (write *read*) says —, and sometimes —. Another name for a field is a—(Write *meadow*, then *mead'ow*.) Make the first syllable rhyme with *read*. The word is —. A little bell can tinkle. (Write *tinkle*, then *tin'kle*.)

Vocabulary review. I hope these words do not give you any—(Write *trouble*, then *strange*, then *straight*, underlining *ai* in *straight*.) When you can—(indicate *hardly*) do something, you do it in a way which shows that it is hard to do. When you walk—(indicate *slowly*),

you walk in a slow way. What do these words mean? (Indicate *splendidly*, *carefully*.) Read these two words (indicate *late*, *latest*) and use each one in a sentence. (Repeat with *fine*, *finest*.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Pages 44–47. *Gathering information from pictures; Associational reading.* How do the houses in Norway differ from our own? (Allow ample time for discussion.)

Organizing events in sequence. Read to the bottom of page 47. Keep your mind on the story so that you can remember what happened first, what next, and so on. (How nearly do pupils approximate a speed of 120 words a minute? Say nothing to pupils about speed but see how many finish in 4 minutes. Have sentences on board numbered in correct sequence. Have the story retold, using sentences as guide.)

Predicting outcomes. A herdboy sound asleep! What will happen before he wakes up again?

Oral Reading

Locating information. Find and be ready to read aloud the paragraph which tells the good advice Mother gave Carl. The one which tells what he put in his dinner bag! (Etc.)

Vocabulary Enrichment and Extension

Suffix *y*. Many times when we add this suffix (write *y*) to a word, it makes the word mean "full of." A—(write *sandy*) place is full of —. Add the suffix *y* to—(write *rain*); then tell what the new word means. (Continue with *sleep*, *grass*, *luck*, *wind*.)

Word Recognition Techniques

Initial consonants and blends; Syllable division and accent. Show me how *crooked* begins, and I will finish the word. How many syllables do you hear? Write the word by syllables and put in the accent. (Repeat with *butter*, *meadow*, *juicy*, *tinkle*.)

Integrating reading, writing, and spelling (*kn*). When a word begins with these two letters (write *kn*), the *k* is silent and the only sound you hear is the sound of the —. This word says—(Write *knee*; then continue with *kneel*, *knife*.) Prove that you know what part to use and write *know*, meaning that you have learned something. (Repeat with *knew*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 18. Emphasize the puzzle idea, and have pupils figure out the sentences and read them orally before setting the group free to work independently.
2. Independent reading.
Around the Corner, pages 69–83. (Give help with *carpenter's*, page 77.)
More Friends and Neighbors, pages 58–69. (Give help with *often*, page 61; *doesn't*, page 68.)

UNIT II

Carl, the Herdboy (*cont.*, pages 48–54)

New Vocabulary

ago	empty	pell-mell	stool	toward	wrong
already	matter	should	suddenly	waked	
attention	paid	slept	tears	worse	

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ Carl finds that Crooked Horn is missing.
 - _____ Carl wakes to find a goat smelling at his bag.
 - _____ The goat helps Carl find the herd.
 - _____ Carl finds out that the herd is lost.
 - _____ Carl stays on the mountain while the goat runs home.
 - _____ Crooked Horn comes home.
 - _____ Carl tells Mother what happened.
 - _____ The rest of the herd comes home.
 - _____ Father and Ola start to look for Carl.
 - _____ Father and Ola meet Carl.
 - _____ Father and Ola tell Carl the good news.
- to sleep soundly a cow's hide in the open air nowhere unhappy

Introducing new words and meanings. This word says—(Write *pool*.) Change the first letter and make the word say *stool*. (Repeat with *make*, *wake*; *ear*, *tear*, *tears*.) Remember that these two vowels say—(Write *paid* and underline *ai*.) The word is —.

Something which happened last year, happened a long time—(Write *ago*, then *a go'*.) If you do not listen, you do not pay—(Write *attention*, then *at ten'tion*.) I may ask you what is the—(Write *matter*, then *mat'ter*.) This word says—(Write *would*.) Make it say *should*. This word says—(Write *all*, then *ready*.) Watch what happens when we put the two words together to make—(Erase *all* and *ready* and write *already*, directing attention to single *l*.)

When you run very fast, you run—(Write *pell-mell*.) Make each part of the hyphenated word rhyme with *well*. The word is —. Check the meaning with the glossary. This word says—(Write *long*.) Now it says—(Change to *wrong*.) Remember, when a word starts with these two letters (underline *wr*), the *w* is silent. The word is —. *Right* means the opposite of —.

I wonder how long Carl—(Write *slept*.) The short sound of *e* helps you to know that the word says —. It was bad enough to take a nap, but to go sound asleep was—(Write *worse*.) Remember what this part says (underline *or*), and you know the word is —. Maybe he woke up all of a—(Write *sudden*, then *sud'den*.) Then he woke up—(Complete *suddenly*.) If he had—(indicate *already*) eaten his lunch, his bag was—(Write *empty*, then *emp'ty*.) If you walk to the window, you walk toward (write *toward*) the window. Take a good eye picture of this word. (Erase and have word rewritten.)

Vocabulary review. What is meant by each of these phrases? (Indicate phrases on board.) Be sure you see this word (underline *no*) in the compound word —. How do you feel when you are—(indicate *unhappy*)?

Silent Reading

Pages 48–51. *Organizing events in sequence; Oral recall.* What did we think might happen when Carl awoke? Read pages 48–51 and see whether we were right. (Have first group of sentences numbered in correct order; then have this portion of story retold.)

Pages 52–54. (Repeat procedure with second sentence group.)

Oral Reading

Marks of punctuation (commas, question and exclamation marks). (Discuss the use of an exclamation mark to show surprise, quick action, determination, etc. Have each pupil find a sentence containing an exclamation mark and read it to show by his voice that the mark is there. Repeat for question marks and commas.)

Vocabulary Enrichment and Extension

Suffixes *ful*, *y*, *ly*. Add this suffix (write *ful*) to—(Write *care*.) Then tell what the new word means. (Repeat with *wonder*, *mouth*, *wish*, *pocket*. In the same way have *y* added to *dew*, *hill*, *bump*, *moss*. Have *ly* added to *swift*, *bright*, *cross*, *gay*.)

Word Recognition Techniques

Syllable division and accent. Say this word to yourselves. (Write *attention*.) How many syllables do you hear? Write the word by syllables and put in the accent. (Continue with *ago*, *matter*, *already*, *empty*, *suddenly*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 17.
2. Independent reading.
Around the Corner, pages 85–102. (Give help with *squash*, page 97; *radio*, page 101; *sprinkler*, page 102.)
More Friends and Neighbors, pages 70–80. (Give help with *magic*, page 70.)
3. Other suggested activities. Read chapter 5 from *Sidsel Longskirt*, "Taming Crookhorn."

UNIT 12

Market Day (pages 55-62)

New Vocabulary

agree	busy	instead	life	note	which
arrived	daydream	less	market	share	

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ Father leaves the horse with the preacher.
- _____ Father hurries to Carl Larsen's house.
- _____ Everyone at the market tells Father the news.
- _____ Father and Mr. Sanders have an idea which did not work.
- _____ The travelers and Father talk and talk.
- _____ Father finds the pack horse ready for him.
- _____ Father and the travelers arrive at the pasture.

Introducing new words and meanings. This word says—(Write *wife*.) Make it say *life*. (Continue with *dress*, *less*; *care*, *share*; *rich*, *which*.) A short letter is a—(Write *note*, directing attention to two vowels.) The two vowels help you know that this word says—(Write *dream*.) A dream you have in the daytime is a—(Write *daydream*.)

When you say that I am right, you—(write *agree*, then *a gree'*) with me. We buy meat at a meat—(Write *market*, then *mar'ket*.) Sometimes we buy it at a grocery store—(Write *instead*, then *in stead'*.) Make the last syllable rhyme with *read*, and you know the word says —. If you are waiting for the train, be sure you know what time the train will arrive. (Write *arrive*, then *ar rive'*.) Check with the glossary to find out what—(indicate *arrive* and *daydream*) mean. Much work keeps us very busy. (Write *busy*.) (Erase and have word rewritten several times.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Who was the only one who would go down the mountain before the summer was over? Can you tell by the title what may happen today?

Page 55. *Sentence meaning.* Read just the first paragraph and be ready to explain what this phrase means. (Write *things moved along smoothly*.) Read the second paragraph and explain the picture. As you finish the page, think what each sentence means. (Have sentence 2, paragraph 3 read aloud. Discuss the fact that the owners of the herd are the preacher, Father, the farmer at Hill Farm, the one at Riverside Farm, and the one in the upper valley. Recall how many cows belonged to each person and how many cows there were altogether. Bring out the idea that if each cow gave as much milk as the others, if Father had 21 pounds of butter, 6 pounds would be the share for the farmer at Riverside Farm, 4 pounds would be Father's share, etc. Have pupils explain how Mother could get the sugar she wanted, when all Father had to give the grocer was butter and cheese.)

Pages 56–57. *Gathering information from pictures.* What are the girls doing which girls in this country do also? In what way are Norwegian barns very different from our own?

Associational reading. Norwegian fathers and mothers and Norwegian boys and girls act very much like our own fathers and mothers, sisters and brothers. Read and find out why.

Pages 58–60. *Organizing events in sequence; Oral recall.* Carl

wishes *he* knew what happened at the market. Read the next three pages and *you* will know. (Have sentences on board numbered in correct order and have story retold.)

Page 61. *Verifying inferences.* What may the conversation around the table be about? Read and see if you are right.

Page 62. *Gathering information.* On this page someone has a wonderful—(Indicate *daydream.*) Find out who it is and exactly what he saw in his dream.

Oral Reading

Audience reading. (Assign the six stories in the unit "It Happened in Norway" to six different pupils. Have the oral reading judged according to the following standards: 1. *Did the reader show by the way he read that he enjoyed the story himself?* 2. *Did he read so that everyone could hear?* 3. *Did he show by his voice how the persons in the story felt and acted?* 4. *Did he know the words so well that he could look up at his audience as he read?* 5. *Did his reading swing along?* 6. *Could you tell from listening where the exclamation marks, question marks, and commas were?*)

Vocabulary Enrichment and Extension

Descriptive words. If you say—(write *a cold, snowy morning*), I know exactly the sort of morning it is. Add some words to—(write *night*) to make us see a certain kind of *night*. (Continue in similar way.)

Word Recognition Techniques

Integrating reading, writing, and spelling. (Use phonetic words from presentation unit as a diagnostic spelling test; see pages 341-42 of the reader.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 19, 20.

Supervise the completion of the answer to question 1, page 19 to establish standard for form and spelling. Have the blanks in sentences under the item numbered 1 on page 20 filled orally before pupils proceed with the page.

2. **Independent reading.**

Around the Corner, pages 103-16.

More Friends and Neighbors, pages 81-91.

3. Other suggested activities. Read to pupils chapter 6 from *Sidsel Longskirt*, "Home from the Mountains."

UNIT 13

The Homeless Dog (pages 64-68)

New Vocabulary

bark	June	meat	reindeer	stub
chase	Lapland	Numpy	storm	

Initial Procedure

Initial preparation. (Have the following on the board.)

late in the month of June
hardly more than a puppy
The dog's longing for excitement
was greater even than his longing for food.

His smooth coat was brown,
but where he should have had a fine long tail,
he had only a stub.

Introducing new words and meanings. The part you see makes you know that this word says—(Write *bark*.) This word says—(Write *meet*.) This word also says *meat*. (Write *meat*.) We use this word when we talk about the meat we eat. The two vowels help you to know that this word says—(Write *chase*.) A short piece of a pencil is a—(Write *stub*.) The short vowel says —, and the word is —. Check its meaning with the glossary. This word says—(Write *or*.) Make it say *storm*.

In the word—(write *eight*) this part (underline *ei*) says —. Remember that, and help yourselves with this word. (Erase *eight* and write *reindeer*, then *rein'deer*.) Someone in our story is called—(Write *Numpy*, then *Nump'y*.) The first syllable rhymes with *bump*, and the word is —. May is the name of a month. Another month is—(Write *June*.)

In our story today we go to—(Write *Lapland*, then *Lap'land*.) Turn quickly to page 22 and find Lapland on the map. Show me which direction is north. The top of the map represents the direction north. If

you were to travel from Norway to Lapland, in what direction would you travel? Do you think it would be colder or warmer in Lapland? Why? People who live in Lapland are called—(Write *Laplanders* or *Lapps*.)

Silent Reading

Contents page. *Locating information; Word meaning from context.* The title of the next unit is —. As soon as you have read the title and located the first story, be ready to tell what you think this word means. (Write *homeless*.)

Unit title page. How many things can we learn about the Lapps from this title page? (Allow ample time for discussion. Stress the idea that in cold lands reindeer can be used for food, clothing, and shelter. Have pupils note the similarity of the houses to the hogans of the Indians, also the similarity of the cradleboards.)

Page 64. *Phrase meaning.* Read the first paragraph and find out when our story opens. What is meant by—(indicate phrase 1 on board)?

Verifying information. Take a very careful look at the picture; then finish the page. How many things told by the story are also told by the picture?

Phrase meaning. What is meant by—(indicate phrase 2)?

Page 65. *Verifying information.* (Use techniques suggested above.)

Page 66. *Gathering information; Associational reading.* Read just four paragraphs. Tell how the dog acts and why. Have you ever seen a dog act this way? Do people treat dogs that way?

Pages 66 (paragraph 5) – 67 (paragraph 4). *Gathering information.* The dog suddenly changes his mind. Read through paragraph 4 on page 67 and find out why. Explain what you think this sentence means. (Indicate sentence 1 on board.) Now open to page 23 in your Workbook and answer question 1.

Pages 67 (paragraph 5) – 68. *Gathering and verifying information.* Read to the bottom of page 68; then answer questions 2–5 on the Workbook page. How many of your answers can you prove are correct by using the picture on page 68?

Word meanings from context. A—(indicate *Numpy*) is a —, or a —.

Predicting outcomes. Numpy has a bone. Now what do you think may happen?

Oral Reading

Marks of punctuation (commas, exclamation and question marks). (Emphasize again the importance of commas. Swing your hand under the phrases as you read sentence 2 on the board. Have sentence reread by pupils. Have them find other sentences with commas, exclamation marks, and question marks and show how such sentences should be read. DO NOT OMIT THESE ACTIVITIES.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). (Write *meet, meat; rein, rain.*) Which word would you use if you wanted to tell me that you went to the train to meet Father? Read and erase the word; then rewrite it. What would you use to tell me you had meat for dinner? Read and erase that word; then rewrite it. (Repeat with *rein, rain.*)

Word Recognition Techniques

Syllable division and accent. One who sells tickets is a ticket—(Write *agent.*) Who can write the word by syllables and put in the accent? (Repeat with *Lapland, reindeer, Numpy, arrive, instead.*)

Visual perception of difficult words. Work keeps us—(Write *busy.*) Take a good eye picture. (Erase and have the word rewritten several times. Repeat with *sure, any, toward, great.*)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 21, 22. Take time to have each phrase on page 21 completed orally. Have the first phrase added to the sentence in paragraph 1, making clear to pupils that completed phrases are to be used in succession. Emphasize the fun of the puzzle idea. When Workbook page is completed, have paragraphs read aloud to show how using descriptive words makes stories more interesting.
2. **Other suggested activities.** Have pupils continue the mural or the book of travel pictures. Begin reading *In Reindeer Land* by Thora Thorsmark, published by Row, Peterson and Company.

UNIT 14

The Homeless Dog (*cont.*, pages 69-71)

New Vocabulary

angry	calf	Lapp	master
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Initial Procedure

Initial preparation. (Have the following on the board.)

a full-grown dog	With the reindeer herd
a playful puppy	With the reindeer calves
the end of him	

Introducing new words and meanings. If you own a dog, you are his—(Write *master*, then *mas'ter*.) Remember that a Laplander is sometimes called a—(Write *Lapp*.) There may be many calves in a herd, but each one of them is a—(Write *calf*.) When you lose your temper, you are very angry. (Write *angry*, then *an'gry*.)

Silent Reading

Pages 69-71. Gathering information. We decided that since one of the Lapps was good to Numpy, Numpy would stay with this man from this time on. Finish the story and see if this is true. Answer questions 6 and 7 on page 23 in your Workbook. (Have answers read aloud, also text which proves that they are correct.)

Oral recall; Exercising judgment. Numpy had an exciting experience—(Indicate *With the reindeer herd*.) Tell what happened. His second exciting experience was—(Indicate *With the reindeer calves*.) Tell all you know about that. In one of these experiences, Numpy acted like—(Indicate *a full-grown dog*.) Which experience was that? Prove that you are right. Now find the phrase which tells what he acted like—(Indicate *With the reindeer calves*.)

Can you remember three names the Lapps called Numpy? (List *good-for-nothing*, *troublemaker*, *dog without a tail* on board.) Which name doesn't tell the truth and why not?

Phrase meaning. What did the master mean when he said that if Numpy chased another calf it would be—(indicate *the end of him*)?

Oral Reading

Locating information; Paragraph identification. Find and be ready to read aloud the paragraph which tells why the deer came out of the water for Numpy, but not for the Lapp dogs. The paragraph which proves that the Lapp dogs hated Numpy. (Etc.)

Vocabulary Enrichment and Extension

Suffixes *ful*, *y*, *ly*, *less*. Add one of these suffixes (write *ful*, *y*, *ly*) to the word—(write *help*) and make the word mean full of help. Add another suffix to—(write *slow*) and make the word mean in a slow way. Add the other suffix to—(write *sand*) to make the word mean full of sand.

A—(write *homeless*) dog is a dog without a —. Add the suffix *less* to—(write *friend*) to make the word mean without a friend. (Continue with *careless*, *thoughtless*, *hopeless*.)

Word Recognition Techniques

Syllable division and accent. Listen as you say—(Write *afraid*.) Write the word by syllables and put in the accent. (Continue with *master*, *angry*, *market*.)

Integrating reading, writing, and spelling (difficult words.) (Review the writing of *busy*, *sure*, *any*, *great*, *earn*, *early*, *learn*, *heard*, *toward*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 24. Be sure directions are understood. Give no further help.
2. **Independent reading.**
Around the Corner, pages 117–32.
More Friends and Neighbors, pages 92–102. (Give help with *wren*, page 92.)

UNIT 15

Back to Lapland (pages 72-78)

New Vocabulary

beside	Einar	kill	pens
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Initial Procedure

Initial preparation. (Have the following on the board.)

turn their dogs on him	On the way home
more trouble in store for him	On the first day at home
an angry note in his voice	On the next day

Numpy did not chase the calf. He found her.

Not hard for a Numpy to find the calf

when he knows where he chased her!

Introducing new words and meanings. We write with a pen. We also keep animals in a pen. Prove that you know what vowel to use and write *pen*. Now write *will*. Use this letter (write *k*) and change the word to *kill*. Write *side*; change it to *beside*. A Lapp boy in today's story is called *Einar* (ī'när) and his name looks like this. (Write *Einar*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* The Lapps went across Norway every summer. What time of year will it probably be in today's story?

Page 72. *Gathering and verifying information.* Read the page and find out whether we were right about the time of year. Prove by reading a sentence from your book, who started the dog fights. Then what does this phrase mean? (Indicate phrase 1 on board.)

Pages 73-78. *Gathering information; Drawing inferences; Understanding main story divisions.* Stories do not always answer our questions directly, but if we think, we can figure out the answers. Read all of page 73 and through the first paragraph on page 74. Figure out how the Lapps knew when they were once again in their own land. Tell what hardships they had—(Indicate *On the way home*.)

Read the rest of page 74 and through the first paragraph on page 75. Find out what happened—(Indicate *On the first day at home*.)

Finish the story and find out three important things which happened—(Indicate *On the next day*.)

Exercising judgment. The first two sentences on the board tell what someone in our story thought about Numpy. Who thought that? The next sentence tells what some other people thought. Who were they? With which ones do you agree? Why? Why do you think it is such a terrible thing to have a calf-killer in a reindeer herd?

Phrase meaning. What do we mean when we say Numpy had—(Indicate phrase 2)? How did Father sound when he had—(phrase 3)?

Oral Reading

Marks of punctuation (commas, exclamation and question marks). (Use procedures from previous units.)

Vocabulary Enrichment and Extension

Prefixes *un* and *dis*. When we add a syllable to the beginning of a word, we call that syllable a prefix. (Write *prefix*.) When we write—(write *un*, then *happy*), the word says —, and the prefix makes the word mean not —. What does—(write *unlucky*) mean? (Continue with *unsafe*, *unsold*, *unpleasant*, *unpainted*, etc.)

This prefix—(write *dis*) also means “not.” So to—(complete *dislike*) something means not to _____ it. What do these words mean? (Write *displeased*, *disagree*, *disbelieve*, *dishonest*.)

Word Recognition Techniques

Adding *ing* to words ending in silent *e*. Remember what you must do to make this word say *chasing*. (Write *chase*; then continue with *believing*, *tumbling*, *wading*, *caring*, *tiring*.)

Syllable division and accent. How many syllables do you hear in—(write *welcome*)? Rewrite the word by syllables and put in the accent. (Continue with *matter*, *ahead*, *agree*, *butter*, *making*, *ladder*, *grazing*.)

Supplementary Activities

1. *Workbook for The New If I Were Going.* pages 25, 26. Use a separate period for page 25. Have the text paragraphs read silently. Give help on any words which cause trouble; then when the silent reading is completed, write such words on the board and have pupils decide what techniques should have been used to

unlock the words. Give no help with the comprehension checks, but when they are completed, discuss the answers.

2. **Independent reading.**

Around the Corner, pages 134–51. (Give help with *oriole*, page 140.)

More Friends and Neighbors, pages 104–21. (Give help with *terrible*, page 106; *squawk*, page 108.)

3. **Other suggested activities.** Read to pupils chapters 3 and 4 from *In Reindeer Land*.

UNIT 16

Off to the Mountains (pages 79-83)

New Vocabulary

become earth freeze frost gun yesterday

Initial Procedure

Initial preparation. (Have the following on the board.)

What proves how cold it was on the mountain?

Why didn't the Lapps go back to the valleys?

In less time than it takes to tell

a full-grown herd dog

a good-for-nothing, a troublemaker

Introducing new words and meanings. Prove that you know what vowel to use and write *gun*. This word says—(Write *begin*, then *be gin'*.) So this word says—(Write *become*, then *be come'*.) Watch this word grow. (Write *yes*; pause; add *ter*, then *day*.) This word says—(Write *lost*.) Now it says—(Change to *frost*.) On cold mornings you see—(indicate *frost*) on the windows. If you leave milk out in the snow, it will—(Write *freeze*.) This word says—(Write *earn*.) Now it says—(Change to *earth*.) When we dig in the ground, we dig in the—(Indicate *earth*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Before locating our new story, look again at the picture on page 22. (Bring

out the idea that trees grow in the valleys, but not on the snow-covered mountaintops. Recall what a valley is.)

As soon as you have located the new story, recall what season of the year it was by the time the Lapps reached home. What season will come next? Where will it be warmer in winter, in the valleys or on the mountains? Perhaps our story will explain why the Lapps are off to the mountains when it would seem wiser to stay in the warmer valleys.

Page 79. *Gathering information.* Read the page; then answer question 1 on page 27 of your Workbook. (Have answer read aloud.) Now tell what Numpy did to show that he was—(Indicate a *full-grown herd dog*.)

Page 80. *Gathering information.* Read to find a second way in which Numpy proved he was a good herd dog. Answer question 2 on your Workbook page.

Page 81. *Gathering information.* Read to find the answers to questions 3, 6, and 7.

Sentence meaning. Read aloud the first sentence in paragraph 2, and be ready to tell exactly what you think happens. (Discuss the meaning of each sentence in the paragraph in detail so that pupils get a clear understanding of what the long night is like. Then have questions 4 and 5 on Workbook page answered.)

Pages 82–83. *Gathering information.* Finish the story. Be ready to answer the questions on the board. Tell why Numpy again seems to be—(Indicate a *good-for-nothing, a troublemaker*.)

Phrase meaning. How fast do you think something happens if it happens—(indicate *In less time than it takes to tell*)?

Oral Reading

Locating information. Find and be ready to read aloud the paragraph which proves that moss does not freeze. (Etc.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). A dog can—(write *bark*), but a tree also has —. (Continue with *fire*: a blaze, to fire a gun; *ground*: earth, to land a plane, ground meat or coffee.)

Word Recognition Techniques

Words ending in *e* (*ing* form). When I add *ing* to—(write *chase*), I take off the *e* before I add *ing*. (Change word to *chasing*.)

Who can take off the *ing* and make the word say *chase*? (Continue with *sliding, skating, wading, driving*.)

Syllable division and accent. (Use techniques from previous units with *beside, become, yesterday*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 28, 29. Use as techniques for page 28 those suggested in Unit 15 for page 25.
2. **Independent reading.**
Around the Corner, pages 152–64.
More Friends and Neighbors, pages 122–33.
3. **Other suggested activities.** Continue the reading of *In Reindeer Land*, chapters 5–9.

UNIT 17

Danger on the Mountain (pages 84–88)

New Vocabulary

danger howl king wolf

Initial Procedure

Initial preparation. (Have the following on the board.)

How could you tell the reindeer were frightened even before Father fired his gun?

well on his way

What happened when Father fired his gun?

pack

Why do you think it was important

round up

for the reindeer to stay together?

owe his life

What important work did Einar and Numpy do?

Introducing new words and meanings. This word says—(Write *sing*.) Use this letter (write *k*) and make the word say *king*. This word says—(Write *how*.) Make it say *howl*. When you cross the street with the red light, you run into—(Write *danger*, then *dan'ger*.) The *a* has its long sound. What sound will *g* have and why? The word is —. Check the meaning of *howl* and *danger* with the glossary.

Silent Reading

Contents page. *Locating information; Drawing inferences.* Be ready with some suggestions as to what the title may mean.

Pages 84–85. *Picture clues to new words; Drawing inferences.* Of course you know that these animals are—(write *wolves*) and that each one of them is a—(Write *wolf*.) Now do you know what the danger on the mountain is? Did Numpy kill the calves?

Associational reading; Word meanings from context. How would you feel if you met these wolves? Read two pages and find out how Einar felt and why. Be ready to tell what this phrase on the board (indicate *well on his way*) means and also this word. (Indicate *pack*.)

Page 86. *Gathering information; Exercising judgment.* Read so that you can answer each question on the board. Tell what Einar did to—(indicate *round up*) the herd.

Page 87. *Organizing events in sequence.* Read to find out what happened first, what next, etc. (List events in order on board and have this part of the story retold, using list as a guide.)

Page 88. *Specific detail; Phrase meaning from context.* Finish the story and find four good names the Lapps have for Numpy now. Did Father—(indicate *owe his life*) to Numpy?

Oral Reading

Audience reading. (Assign the four stories in the unit "It Happened in Lapland" to four pupils who need practice in oral reading. Allow time for preparation. Judge oral reading by standards worked out in Unit 12.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word in a sentence and make it mean a group of animals. (Write *pack*.) Something you might carry on your back! Something you do to a suitcase! (Continue with *stub*: a small piece, to stub your toe; *pen*: an enclosure, something to write with.)

Word Recognition Techniques

Adding *es, ed, er, est* to words ending in *y*. Watch carefully, but do not say a word. (Write *hurry*; pause; change *y* to *i*; pause; add *es*.) Read the new word and use it in a sentence. (Repeat techniques with *hurry, hurried; baby, babies; juicy, juicier; lazy, laziest*.) If you have watched closely enough, you know what to do to make this word say *ladies*. (Write *lady*; then continue with *cry, cries, cried; early, earlier, earliest*.) Remember, when a word ends in *y*, we usually change the *y* to *i* before we add—(Write *es, ed, er, est*.)

Watch as I make the word *hurry* say *hurrying*. (Write *hurry*; add *ing*.) Do we change the *y* to *i* when we add *ing*? Make this word (write *carry*) say *carrying*.

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 30, 31. Have directions read aloud, and be sure they are thoroughly understood.
2. **Diagnostic spelling test.** Use phonetic words from absorption unit (see page 342) as a diagnostic spelling test.
3. **Tests.** Give the informal tests on pages 32, 33, 34 of the Workbook. Use a special reading period for these tests. On pages 32 and 34 have directions read orally before test is begun. Discuss pages fully after completion. On page 33 use techniques suggested in Unit 15 for page 25. A score of 1 is given for each item marked correctly in each test. Pupils should make a score of at least 16 on page 32, 3 on page 33, and 16 on page 34.

UNIT 18

Down an English Lane (pages 90-93)

New Vocabulary

cottages	hedge	reason	shower	tarts	tiptoe
Hastings	lane	rent	straw	thatch	

Initial Procedure

Initial preparation. (Have the following on the board.)

a green And that's that! Lane Highway

Introducing new words and meanings. Use one of these parts (write *ow*, *er*, *ar*, *aw*) and write the word *straw*. Use two of the parts and write *shower*, meaning a shower of rain. When something tastes a bit sour, we say it is *tart*. Use the other part and write *tart*. Check with your glossary to find what *tart* means in today's story.

Prove that you know what vowel to use and write *rent*. Write *tip*. Now write *toe*. Remember what vowel to put on the end. Write the compound word *tiptoe*. Cows walk down a lane. Write *lane* and tell us what you think it means. Check with the glossary to see what *lane* means in today's story.

If you are not in school, I want you to explain why. I want to know the—(Write *reason*, then *rea'son*.) What sound will *e* have in the accented syllable? The word is —. A small house is sometimes called a—(Write *cottage*, then *co'ttage*.) The short sound of the vowel in the accented syllable is —. The syllable says —. What sound will *g* have in the second syllable and why? The word is —. Check the meaning with the glossary.

Sometimes instead of having a fence around our yards, we plant bushes to make a—(Write *hedge*.) The first *e* has its short sound. The *d* is silent. What sound will *g* have and why? The word is —. Check with the glossary to find a good meaning for the word *hedge*.

When you hurry, you make—(Write *Haste*.) In today's story a village is called—(Change to *Hastings*; then add *-on-the-Green*.)

In Norway, the roofs had grass growing on them. They were sod roofs. (Hold up page 57.) The roofs were covered with a thick layer of earth in which were many grass roots. In England the grass is dried and tied into flat bundles. (Hold up page 89.) These flat bundles are laid on the roofs and are called "thatch." (Write word and have it pronounced several times.) Roofs covered with—(indicate *thatch*) are called—(Write *thatch-roofed*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Our next unit will take us to—, and our first story takes us —. That means down a —.

Page 90. *Picture interpretation.* The ship in the map picture is coming from —, and going to —. What may be the name of the ship? Who may be on board? We have just been reading about Lapland. Why isn't the boat bringing Mr. Sanders from Lapland?

Specific detail. Read until you know the name of the sea upon which the ship is sailing. If you were a traveler, you might want to do what these children are doing. Finish the page and find the word which tells how you might get your wish.

Page 91. *Specific detail.* A concrete road on which cars travel is called a—(Indicate *Highway*.) Read to find out the exact name of the lane and of the highway in our story, and three things you would see at the place where the lane crosses the highway.

Gathering information; Associational reading; Word meaning from context. Finish the page. Find four ways in which this village differs

from villages in our country. Tell us what—(indicate *a green*) is. Where did the village get its name?

Page 92. *Gathering information.* If you were to take a—(indicate *tiptoe*) look into an English garden, what might you see? Read until you know. Now finish the page and find out the reason why English gardens are so beautiful.

Page 93. *Specific detail.* Read just the first two paragraphs. Find five reasons why people like Hastings-on-the-Green. Now finish the page. Find out why you would like it, also what you might—(write *See Hear Smell*) if you went there.

Phrase meaning from context. What do you think people in England mean when they say—(Indicate *And that's that!*)

Predicting outcomes. Who may own this cakeshop? What unexpected visitors may be arriving before long?

Oral Reading

Expressing mood of text and reader. What do you think you might like best about England? Read the paragraphs which tell. Make us know by your voice how much you like that particular thing.

Vocabulary Enrichment and Extension

Synonymous meanings. (Write the following words in a row on the board: *reason, tart, cottage, hedge, lane, green, thatch, thatch-roofed.*) Read and erase the word which means a little field. Dry grass or straw used for a roof! (Etc.)

Word Recognition Techniques

Word endings for words ending in *e* and *y*. What must you do to make the word—(write *country*) say *countries*? Prove that you know by changing the word. (Continue with *hurry, hurried; cry, cries; lucky, luckier; sleepy, sleepest; try, trying; come, coming.*)

Plurals of words ending in *f* or *fe*. Watch closely, but do not say a word. To make the word *wolf* (write *wolf*) say *wolves*, I—(Change *f* to *v*; pause; then add *es*; repeat with *half*.) Can you make the word *loaf* (write *loaf*) say *loaves*? (Repeat with *calf, leaf*.)

Watch what I do to change *knife* (write *knife*) to *knives*. (Change *fe* to *v*; pause; add *es*.) Now make the word—(write *wife*) say *wives*. (Repeat with *life*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 35.
2. Textfilm. See Textfilm manual.
3. Other suggested activities. Continue the mural or the illustrations for the travel book. Have pictures of England on the bulletin board and an exhibit of things which came from England.

UNIT 19

Excitement in the Air (pages 94-97)

New Vocabulary

buns	direction	hoity-toity	lift	shelf
Bus	gooseberry	kept	Mystery	teatime

Initial Procedure

Initial preparation. (Have the following on the board.)

a Mystery Bus	a top-hole day	Miss Betsy
Hoity-toity	Master Joe	

Introducing new words and meanings. You have often eaten a hamburger bun. Prove that you know what vowel to use and write *bun*. Now write *bus*. Inside the word *lift* I hear the little word *if*. Write the word and prove that I do. Use the vowels you need (write *ai*, *ea*, *oa*) and write *tea*, meaning the tea we drink. In England suppertime is called teatime. Write the compound word *teatime*. Prove that you know what vowel to use and write *shelf*. (Repeat with *kept*.)

In the word—(write *station*, then *sta'tion*) the last syllable is pronounced —. When you walk toward someone, you walk in his—(Write *direction*, then *di rec'tion*.) Martha and Inger were picking blueberries. Maybe Mother used the berries to make a—(write *berry*, then *ber'ry*) pie. We would call it—(Write a *blueberry pie*.) If there were this kind of berry around, she might have made—(Write a *blackberry pie*.) This bird is a—(Write *goose*.) Since the part (underline *oo*) says what it does in *soon*, the word is —. Sometimes the *s* in this word has its *z* sound. Then the word says —, and Mother might have made —(Write a *gooseberry pie*.) What do gooseberries look like? Some-

thing we can't understand is a mystery. (Write *mystery*, then *mys'ter y*.) Tell something you think is a mystery. (Have *direction*, *bun*, and *mystery* checked with glossary.)

Today we will hear about—(Indicate phrase 1.) Have you any idea what that may be? In England when someone wants to say "stop your nonsense" or "don't be silly," he says "Hoity-toity." (Indicate phrase.) If he wants to tell you that it will be a fine exciting day, he calls it—(phrase 3). He doesn't call a little boy just Joe or a little girl just Betsy. He calls them—(phrases 4, 5).

Vocabulary review. The letter *x* helps you to know that these words say—(Write *exciting*, *expect*, *excite*, *excitement*.) If someone comes to your house and you did not—(indicate *expect*) him, he is—(Write *unexpected*.) Everyday things are ordinary, but things which happen only once in a while are—(Write *special*.)

Silent Reading

Contents page. Locating information; Associational reading. Be ready to tell how the title makes you feel.

Page 94. Picture interpretation. How can you tell from the picture that there is excitement in the air? Have you any idea where the children are going?

Verifying and gathering information. Read the page to find out if you were right about the place to which the children are going. Who else feels excitement in the air?

Page 95. Verifying and gathering information. To whom did we think the cakeshop might belong? Read the page to see if we were right. You will meet two new characters. Be ready to tell whether you like them and which one you like best.

Specific detail; Skimming. Skim the page to find four things which were sold in the cakeshop. (List on board.)

Page 96. Exercising judgment; Gathering information. Was it going to the cakeshop that caused the excitement, or is something else going to happen? Read the page and decide. Be ready to tell exactly how the cakeshop looked at—(Write *12 o'clock*.)

Specific detail; Skimming. Add two more things to our list of things sold. (Discuss the difference between an English and American penny, also discuss what a meat pie and a three-penny bun would be.)

Page 97. Exercising judgment. Finish the story and decide what

really has caused the excitement. Decide whether Mrs. Best acted as your grandmother would have acted and why.

Oral Reading

Expressing mood of story. How do you talk when you are excited? Suppose we read this story aloud by pages and put some excitement in the air.

Vocabulary Enrichment and Extension

Suffix *ness*. This word says—(Write *dark*.) When we add the suffix *ness* to the word (complete *darkness*), the suffix makes the word mean being dark. What does this word mean? (Write *stillness*, *coldness*, *softness*, *blindness*, *meanness*, *crookedness*.)

Before I add *ness* to—(write *lazy*), I must change the *y* to *i*. (Complete *laziness*.) Now the word says—, and means—. (Continue with *loveliness*, *friendliness*, *happiness*, *sleepiness*.)

Word Recognition Techniques

Syllable division and accent; Diacritical mark for long *a*. One who sells tickets is an—(Write *agent*.) Write the word by syllables. Listen as you say the word. Is the *a* in the first syllable long or short? We have a way of showing that the *a* is long. We put this mark over it. (Add diacritical mark; then repeat with *station*, *railroad*, *danger*. Have pupils add diacritical mark in *face*, *skate*, *lake*.)

Word endings. Make this word say *race*. (Write *rac*ing.) Change this word (write *happiest*) to *happy*. (Continue with *sleepier*, *sleepy*; *hurried*, *hurry*; *ladies*, *lady*; *carries*, *carry*.)

Make this word say *calf*. (Write *calves*; then continue with formation of singular of *wolves*, *shelves*, *wives*, *knives*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 36, 37.
2. Independent reading.
Around the Corner, pages 166–80. (Give help with *chipmunk*, page 166; *beaver*, page 173.)
More Friends and Neighbors, pages 134–47.
3. Other suggested activities. If Sight Vocabulary Word Cards for the Third Grade are available, use cards 8, 13, 15–19, 63, 64 as flash cards.

UNIT 20

The Mystery Bus (pages 98-102)

New Vocabulary

apron	candy	flash	honk	sacks	tantalizing
below	castle	gathered	ordinary	Saturday	

Initial Procedure

Initial preparation. (Have the following on the board.)

1. How long will the bus riders be gone?
2. Where did two of the boys think the bus was going?
3. What did the bus driver do? Why was it so tantalizing?

a week-end trip

rock candy

I jolly well know

every now and then

countryside

noontime

overnight

doorways

Introducing new words and meanings. Prove that you know what vowel to use and write *flash*, meaning to run very fast or like a flash. Use these two letters (write *ck*) to end the word, and write *sack*, meaning a paper sack. Use the part you use in *show* and write *low*. Now make the word say *below*. Write *can*. Could someone write *candy*? Rewrite it by syllables. Put in the accent.

Christmas is a special day, but most school days are just ordinary. (Write *ordinary*, then *or'di nary*.) Be sure to let the little word—(indicate *or*) help you to know that the word says—. You may pick flowers, or we may say you—(write *gather*, then *gath'er*) them. This day is—(Write *Saturday*, then *Sat'ur day*.) When Mother works in the kitchen, she wears an—(Write *apron*, then *a'pron*.) Mark the *a* to show that it is long. Some boys like to —(Write *whistle*, then *whis'tle*.) Say the word and listen to the last syllable. The only sound you hear is—(write *l*), but the syllable is spelled—. (Erase and have word rewritten.) Kings live in a castle. (Write *castle*, then *cas'tle*.) Notice that the last syllable is just like the last syllable in *whistle*. What does a castle look like? The horn on a car goes—(Write *honk*.) If we tease people until they are annoyed or a little cross, we say we tantalize (write *tantalize*, *tan'ta lize*) them. Who could make the word say *tantalizing*? Check the meanings of these words with the glossary. (Indicate *castle*, *gather*, *ordinary*, *sack*, *tantalizing*.)

Phrase meaning. How long is—(indicate *a week-end trip*)? In England instead of saying you are sure about something, you sometimes say—(Indicate *I jolly well know*.) Did you ever see any—(indicate *rock candy* and explain what it looks like)? How often does something happen when it happens—(indicate *every now and then*)?

Vocabulary review. (Have compound words read and their meanings discussed.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 98. *Gathering information.* How do you explain what is going on in the picture? Read the page; then answer questions 1 and 2 on page 39 of your Workbook.

Pages 99–100. *Specific detail.* Read until you find out the exact answer to question 1 on the board.

Associational reading. Now read to the bottom of page 100. People in the story act very much like people in our own country. See if you agree with me and be ready to tell why.

Page 101. *Gathering information.* Read until you can answer questions 2 and 3 on the board.

Page 102. *Gathering information; Associational reading.* The first paragraph gives a good picture of the English—(Indicate *countryside*.) Find out four things you might see as you rode along. Finish the page; then answer questions 3 and 4 on the Workbook page. What other things did the children do which make them very much like American boys and girls?

Oral Reading

Locating information. I wonder if we can find—(write 9) paragraphs which show that people in England are just like people in America. Who can find the first one and read it aloud? (Etc.)

Vocabulary Enrichment and Extension

Word concepts (word associations). Each of you tell me one thing which is very—(write *tantalizing*) to you. Each of you tell me something which is—(Write *special*, then *ordinary*, a *mystery*.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short *a*. Listen as you say—(Write *afraid*.) Write the word by syl-

lables and put in the accent. Is the *a* in the accented syllable long or short? Mark it to show that it is long. Listen as you say—(Write *apple*.) Write the word by syllables and put in the accent. Is the *a* long or short? We show that it is short by marking it this way. (Add diacritical mark; then continue with *baby, cabin, bracelet, candle, bake, bag*.)

Alphabet; Vowels and consonants. Say the alphabet as I write it on the board. These letters have a special name. (Write *a e i o u*.) They are—. This letter (add *y*) is sometimes a vowel, also. Will someone erase all the vowels from the alphabet I have written on the board? Do not erase *y* because it is not always a vowel. All the rest of these letters have a special name. They are consonants. (Write *consonants*.) Suppose we read the names of the consonants together. Look at this word. (Write *place*.) Is the letter on the end a vowel or a consonant? (Continue with *idea, ticket, bello, shout*, etc.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 38, 40.
2. Independent reading.
Around the Corner, pages 181–96. (Give help with *Hollyberry*, page 185.)
More Friends and Neighbors, pages 148–59.
3. Other suggested activities. If Sight Vocabulary Cards for the Third Grade are available, use cards 25, 26, 27, 46, 47, 49, 50 as flash cards.

UNIT 21

The Mystery Bus (*cont.*, pages 103–5)

New Vocabulary

met moors notice rhyme St. Ives us wives

Initial Procedure

Introducing new words and meanings. Prove that you know what vowel to use and write *met*, meaning that you met someone on the street. (Repeat with *us*.) Make this word—(write *wife*) say *wives*. When you look at something, you—(write *notice*, then *no'tice*)

it. The first syllable is the word—. What sound will *c* have in the second syllable and why? The word is—. A baby cat is a—(Write *kitten*.) It is sometimes called a—(Change to *kit*.) Check the meanings of *notice* and *kit* with your glossary.

"Jack and Jill" is a—(Write *Mother Goose rhyme*.) In today's story there will be a rhyme about a town called *St. Ives*. (Write *St. Ives*.) A part of England is called the—(Write *moors*.) The part says what it does in *look*, and the word is—.

Silent Reading

Page 103. Specific detail; Gathering information. Read the first two paragraphs. Good readers will find out eight things about the—(Indicate *moors*.) How good are you? (List the following on the board when reading is completed: 1. *Moors are rolling hills*. 2. *Little grows upon them*. 3. *Few houses*. 4. *Few people*. 5. *Cold winter winds*. 6. *Bad rain storms*. 7. *Beautiful in summer*. 8. *Makes one feel as if he were on top of the world*.) Check the sentence which tells what the moors really are. Check the two phrases which tell the reasons why few people live on the moors. Now open your Workbook and answer questions 5 and 6 on page 39. Finish the page. How did the driver give away the secret?

Page 104. Picture interpretation. How many men do you see? Women? Are they all going in the same direction? The road sign is very important. It's finger is pointing to—. Which one in the picture is going in that direction?

Gathering information; Exercising judgment. Read the page and find out what happened when the bus driver gave away the secret. See if you can figure out the answer to the riddle.

Page 105. Gathering information. Read until you know how many towns called *St. Ives* there are in England. Finish the page and answer question 7 on your Workbook page.

Oral Reading

Locating information. If you wanted to tell how English moors looked, which paragraph would you read? Prove that you know by reading that paragraph aloud. (Continue in a similar way.)

Vocabulary Enrichment and Extension

Prefixes and suffixes *un*, *dis*, *ful*, *y*, *ly*, *ness*, *less*. Use one of these suffixes (write *less*, *ness*, *ly*, *y*, *ful*) and make this word (write

home) mean without a home. (Continue with *darkness, softly, grassy, delightful.*) Use one of these prefixes (write *un, dis*) and make this word (write *pleasant*) mean not pleasant. (Repeat with *disagree.*)

Word Recognition Techniques

Adding endings to words ending in a consonant preceded by a single vowel. Who will write the alphabet as the rest of us say it for you? Now who will write the names of the vowels? Remember to include *y* because it is sometimes a vowel. Who will erase the vowels, all but *y*, from the alphabet on the board? These other letters are called—.

Look carefully at the word—(Write *hop*.) The last letter is a—. Just before this consonant we see one—. Watch what happens when we change *hop* to *hopping*. (Add *p*; pause; then add *ing*; repeat for *hopped*; then repeat entire procedure for *stir*.) If you have watched carefully enough, you can make this word (write *wag*) say *wagged, wagging*. (Repeat with *stop*; then continue with *fat, fatter, fattest; fun, funny*. See Workbook, page 41.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 41.
2. Independent reading.
Around the Corner, pages 198–213.
More Friends and Neighbors, pages 160–73.
3. Other suggested activities. If Sight Vocabulary Cards are available, use cards 8, 13, 15–19, 25–27 as flash cards.

UNIT 22

On the Sands of St. Ives (pages 106-13)

New Vocabulary

above	carts	easel	inn	story
artist	cliff	group	portfolio	whole
blew	curious	gulls	scrape	wings

Initial Procedure

Initial preparation. (Have the following on the board.)

light upon the water	housewife	doorsteps
	shopkeepers	

Introducing new words and meanings. Use one of these parts (write *ar*, *ew*) and write *blew*, meaning the wind blew. Use the other and write *cart*. Use this beginning (write *scr*, then erase) and write *scrape*. Mark the *a*. Now write *wing*.

This word (write *cliff*) says—. This word says—(Write *in*.) This word also says—(Change to *inn*.) Along the seashore you see—(Write *gulls*.) Check with the glossary to find out what each word means. In this room there is a group (write *group*) of people. Watch these three letters. (Underline *oup*.) Who can write the word? When you want to find out something, you are curious. (Write *curious*, then *cu'rious*.) This long word says *portfolio*. (Write *portfolio*, then *port fo'li o*.) Check with the glossary to find out what it means. Check *group* and *curious* also.

The ceiling in this room is—(write *above*, then *a bove'*) your head. This word says—(Write *hole*.) This word also says *whole*. (Add *w* to *hole*.) We use this word when we talk about all or the whole of something. We might say we told the whole story.

Vocabulary review. What do you think gulls would do if they were to—(indicate phrase on board)? Read each compound word and use it in a sentence.

Silent Reading

Contents page. *Locating information; Drawing inferences.* When the boys were guessing, one guessed that the bus was going to a castle; another, that it was going to the—. As soon as I read the title, I know which one was right. Why do I know?

Page 106. *Organizing events in sequence; Oral recall.* Read the page; then number the first group of sentences on page 42 of your Workbook in the right order. (Have sentences read aloud in correct order and story retold using sentences as a guide.)

Page 107. (Repeat procedure with the second group of sentences.)

Pages 108–13. Show that you are third-grade readers. Finish the story. Do not look up until you are through. Then number the sentences in group 3. (How many finish in 6½ minutes? Have sentences read in correct order and story retold in usual way.)

Word clues. What helped you to know that the man the children saw was an—(Write *artist*.) What helped you to know that this word said—(write *easel*, then *ed'sel*)? Check the meaning of *easel* with the glossary. Read this sentence. (Write *The artist told the story*

of *Numpy*.) The sense of the sentence helped you to know that this word (underline *story*) said—.

Exercising judgment. The artist's name may be—.

Oral Reading

Main story divisions. (Have the part of the story which goes with each group of sentences on page 42 of the Workbook read aloud.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). (Write *in, inn; blue, blew; whole, hole* on board.) An inn is very much like a small hotel. Show me the word I used in my sentence. (Continue in similar way; then have each word read, erased, used in a sentence, then rewritten.)

Word Recognition Techniques

Syllable division and accent; Diacritical mark for long *e*. This word says—(Write *easel*.) Write the word by syllables and put in the accent. Now mark the *e* in the accented syllable to show that it is long. (Continue with *agree, preacher, reach, heels, idea*.)

Word endings. Does this word (write *sun*) end in a vowel or a consonant? What do you see just before the final consonant? Then what must you do to make this word say *sunny*? (Continue with *bigger, hopped, wagging, hottest, runs*.)

What must you do to make this word (write *tumble*) say *tumbling*? (Continue with *burry, hurried; funny, funnier; lady, ladies*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 43.
2. **Independent reading.**
Around the Corner, pages 214–21.
More Friends and Neighbors, pages 174–89. (Give help with *thresh*, page 180; *machine*, page 181.)
3. **Other suggested activities.** If Sight Vocabulary Cards for the Third Grade are available, use the following as flash cards: 2–4, 29–30, 32–34.

UNIT 23

Danger on the Moor (pages 114-20)

New Vocabulary

collar	fog	nose	stove	tin	tower	worry
dare	mine	short	thick	touch	veil	

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ The children see the old tin-mine tower.
- _____ The bus driver takes a short way across the moors.
- _____ The bus riders start for home.
- _____ Some people stay with the bus; some go to the tin mine.
- _____ The bus driver honks his horn.
- _____ The people in the bus go to a house for help.
- _____ A fog comes up suddenly.
- _____ The people at the tin mine are afraid to leave.
- _____ The fog lifts at teatime.
- _____ The dog finds the lost travelers.
- _____ The bus riders arrive safely home.
- _____ The dog leads them safely to the house.

Introducing new words and meanings; Building background.

Prove that you know what vowels to use and write *mine*. We use this word when we talk about something which belongs to us. The coal we burn in our furnaces also comes from a—(Indicate *mine*.) We often buy peas in cans. The cans are made of—(Write *tin*.) Tin is also dug from the ground. It comes from—(Write *a tin mine*.)

Prove that you know what vowel to use and write *fog*. What is a fog? Why is it dangerous? Most fogs are *thick*. Remember to end the word this way (write *ck*) and write *thick*. In the word—(write *eight*) this part (underline *ei*, then erase word) says—. Use that part and write *veil*. Check the meaning with the glossary. Use the part you use in *cow* and the part you use in *her*, and write *tower*. Prove that you know the vowels to use and write *nose*. (Repeat with *stove*.) Write *or*; change it to *short*.

If you do not get home on time, Mother is sure to—(Write *worry*, then *wor'ry*, underlining *or*.) The part says—(underline *or*), and the word is—. Watch how the word ends. Who can write *worried*? This word says—(Write *care*.) Make it say *dare*. When you put your fingers on something, you—(write *touch*) it. Take a good eye picture of these letters. (Underline *ou*; then erase and have word written several times.)

Phrase meaning. When the two hands of the clock are right at twelve o'clock noon, we call the time—(Write *high noon*.) When a fog goes away, we say—(Write *the fog lifts*.)

Silent Reading

Contents page. *Locating information. Drawing inferences.* Tell something we have talked about which might explain the title.

Pages 114–16. *Organizing events in sequence; Oral recall.* (Have the pages read silently and have the sentences in group 1 numbered in correct order; then have the story retold.)

Pages 117–18. (Use same techniques with sentences in group 2.)

Word clues. You found out that the man held on to the dog's—(Write *collar*.) What helped you to know the word?

Pages 119–20. (Use same techniques with sentences in group 3.)

Oral Reading

Verifying information. (Turn to page 44 in the Workbooks. Have each sentence read aloud and have pupils decide whether the sentence tells something true. If it does, have them read from the text to prove that it is true. Do not have sentences underlined.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word in a sentence (write *kit*) and make it mean a baby cat. A carpenter calls his box of tools his—. (Continue with *light*, meaning illumination, to come down and rest upon; *mine*, meaning something belonging to someone, a place in which metal or coal is mined; *notice*, meaning to observe, a note.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short *e*. This word says—(Write *welcome*.) Write the word by syllables and put in the accent. Now mark the vowel in the accented

syllable to show whether it is long or short. (Continue with *ahead, pleasant, met, shelf, reason, meat, dream.*)

Word endings. Remember what you do when a word ends in *y*. Make this word (write *story*) say *stories*. Now change it back to *story*. (Continue with *worry, worried; cry, crying; try, tried; lazy, lazier; happy, happiest.*)

Does this word (write *up*) end with a consonant or a vowel? What comes just before the consonant? Remember what to do and make the word say *upper*. Change it back to *up*. (Repeat with *trot, trotted; stir, stirring; hot, hottest; run, runs.*)

This word says—(Write *drive*.) Make it say *driving*. Change it back to *drive*. (Continue with *notice, whistle.*)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 44, 45.
2. **Diagnostic spelling test.** Use phonetic words from presentation unit (see pages 342-43) as a diagnostic spelling test.

UNIT 24

Mystery and More Mystery (pages 122-25)

New Vocabulary

chatter	glow	oven	visitors
cheery	merrymakers	since	woman

Initial Procedure

Initial preparation. (Have the following on the board.)

1. What did Miss May expect to hear and see?
2. What did she really hear and see?
3. Where was Mrs. Best and what was she doing?
4. What proves that Mrs. Best had had a very happy day?

hurry welcome worry bake strange put forgot

Introducing new words and meanings. Write the word *is*. The word *it*. Now the word *visit*. When you visit someone, you are a—(Write *visitor*, then *vis'it or*.) The word is—. When you feel happy, you feel—(Write *merry*, then *mĕr'ry*.) Make the word rhyme with *cherry*, and you know it says—. If you make other people feel merry, you are

a—(Complete *merrymaker*.) If you look sad, I may tell you to—(write *cheer*) up. Make the word rhyme with *deer*, and you know it says—. If you smile, you are full of cheer or—(Complete *cheery*.) When you talk and never stop, we say you—(Write *chatter*, then *chāt'ter*.)

Have you ever seen a fire which is just red coals? The light from a fire like that is called a—(Write *glow*.) The part has the sound it has in *show*, and the word is—. We call the light—(Write *the glow of firelight*.) It is a long time—(write *since* and underline *in*) we have heard about Mr. Sanders. What sound will *c* have and why? The word is—.

Vocabulary review. This time of day is—(Write *evening*, then *ēve'ning*.) What time might it be by the clock? This word says—(Write *expect*.) To pay attention is to—(Write *listen*, then *lis'ten*.) This word which rhymes with *long* says—(Write *wrong*.) June is the name of a—(Write *month*.)

Word endings. Make the word *burry* say *hurrying*. (Continue with formation of *welcoming*, *worried*, *baking*, *stranger*, *putting*.) Watch what I do to make *forgot* say *forgotten*. (Add *t*; pause; then add *en*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* The title of the next unit is—. You can guess who the visitors will be. It is a long time since Mrs. Best has seen Mr. Sanders. Remember, he was only a boy when he lived in England. Does that help you to guess why the first story in the unit is called—?

Unit title page. *Picture interpretation.* Do you like Mrs. Best's cakeshop? Why? Can you explain why all the children are running in that direction? Don't forget that week-end trip.

Page 122. *Gathering information.* Read the page and be ready to answer questions 1 and 2 on the board.

Exercising judgment. Have you any idea where Mrs. Best may be?

Page 123. *Gathering information.* Read until you find the answer to question 3.

Word clue. Of course this word is—(write *stove*), but what helped you to know that this word says—(write *oven*)?

Pages 124–25. *Gathering information.* Finish the story and be ready to answer question 4. (Discuss the idea that a happy day makes

time "fly.") How many things can you think of which were a mystery to Miss May? (List on board.)

Word clue. Of course the phrase—(write *a man and a woman*) helped you to know that this word (indicate *woman*) says—.

Oral Reading

Expressing mood of text. How do you think Miss May felt when she got off the bus? Read the first page to show us that she is excited, but tired. How does she feel when she cannot see her mother? Read two paragraphs which show that she is worried. (Continue in similar way.)

Vocabulary Enrichment and Extension

Descriptive words. Use these words (write *warm red glow*) and tell about something you might have seen in the kitchen. Use these words and tell about something you might have heard in the cakeshop. (Write *the cheery tinkle*.) Use these and tell about something you might have smelled. (Write *rich blueberry, small three-penny*.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short *a, e*. This word says—(Write *chatter*.) Write it by syllables and put in the accent. Now mark the vowel in the accented syllable to show whether it is long or short. (Continue with *danger, gather, teatime, instead, welcome, railroad, between*.)

Integrating reading, writing, and spelling (difficult words). (Review the writing of *busy, any, sure, great, toward, group*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 46, 47. Have the answer to each item on page 47 read and discussed.
2. Independent reading.
Around the Corner, pages 222–36.
More Friends and Neighbors, pages 190–202.
3. Other suggested activities. If Sight Vocabulary Cards for the Third Grade are available, use cards 62–67, 69–70 as flash cards.

UNIT 25

The Whole Story (pages 126-31)

New Vocabulary

bit breeze foolish forth indeed pond rosebush

Initial Procedure

Initial preparation. (Have the following on the board. Underscore each word that is in *italics*.)

rocked back and *forth*
a very pleasant garden *indeed*
a *rosebush*

Jim snap
joke silly
smile take

the *breeze* that blew
through the treetops
you feel so *foolish*
just daydreaming a *bit*
in the duck *pond*

curious reason
chuckle idea
tantalizing brought
listen suddenly

Vocabulary review. Watch the way the word—(indicate *Jim*) ends. Make the word say *Jimmy*. (Continue with *joking*, *smiling*, *snapped*, *sillier*, *taking*.) Read one of these words; then use it in a sentence. (Indicate second group.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* As soon as I have read the title of the next story, I am sure I am going to find out how Mr. and Mrs. Sanders happened to be in Mrs. Best's kitchen. See if you feel that way and why.

Page 126. *Gathering information.* Before we begin reading, turn back and read aloud the last sentence on page 100. Now read page 126 and find out why Mrs. Best was all dressed up.

Page 127. *Specific detail.* Read three paragraphs; find six things you would have seen in Mrs. Best's garden. (List on board.)

Gathering information. Finish the page. What did Mrs. Best do, what did she hear, what did she see?

Word clues. Now read the first three phrases on the board and be ready to tell how you unlocked each new word.

Pages 128–29. *Picture interpretation; Verifying information; Drawing inferences; Predicting outcomes.* How many things on our list can you find in the picture? Which thing can't you see and why? What things are shown which were not told about in the story?

What has happened to Mrs. Best? What will wake her up?

Gathering information. Read page 128 and find three reasons why Mrs. Best went to sleep.

Word clue. Now read phrase 4 and tell us what helped you with the underlined word.

Verifying inferences. We figured out what made Mrs. Best wake up. Read page 129 and see if we were right.

Page 130. *Gathering information.* Read the page and find out how Mrs. Best felt when she woke up and how she acted. Find out also how you could tell that she didn't feel the way she acted.

Word clues. Read phrases 5 and 6 and tell us what helped you with the underlined words.

Page 131. *Gathering information.* Mr. Sanders tells a story. Read the page and be ready to tell the story.

Word clue. Read the last phrase on the board. Tell us what helped you with the underlined word. How would you give someone a ducking in a pond? Why was it called a duck pond?

Oral Reading

Marks of punctuation (quotation marks); Dramatization. (Discuss the purpose of quotation marks. Then beginning with paragraph 2, page 130, have pupils tell who is talking in each paragraph on this and the next page and read just the text included within the quotation marks. In conclusion have some pupil be Mrs. Best, another Mr. Sanders; have the conversation between them read aloud.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word (write *bit*) and make it mean a small piece of something. Use it to tell what an angry dog may have done. (Continue with *tire*: to grow weary, a rubber tire; *roll*: to move, a bun; *lean*: stand against, without fat; *own*: to possess, to own up.)

Word Recognition Techniques

Integrating reading, writing, and spelling (new vocabulary). (Erase phrases from board.) Write *on*; change it to *pond*. Write *it*;

change it to *bit*. Each day a Boy Scout tries to do a good deed. Use two *e*'s and write *deed*; now change the word to *indeed*. Write the word by syllables and put in the accent; mark the first vowel in the accented syllable. You will need two *e*'s in the middle of *breeze*, also an *e* on the end. Write *breeze* and mark the first *e*. Check with the glossary to find a good meaning for *breeze*. Remember what part to use and write *fool*; add the syllable *ish* to make the word say *foolish*. Write the word by syllables and put in the accent. Write the word *rose*. Use this vowel (write *u*) and write *bush*. Now write *rosebush*. Write the word by syllables and put in the accent.

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 48, 50. Have directions and context matter on page 48 read and discussed. Have all items marked independently.
2. **Independent reading.**
More Friends and Neighbors, pages 204-19.
Over a City Bridge (American Book Co.), pages 6-17. (Give help with *harbor*, page 7; *elevator*, page 13.)
3. **Other suggested activities.** If Sight Vocabulary Cards are available, use cards 2-4, 8, 10, 12, 13, 15-21 as flash cards.

UNIT 26

The Whole Story (*cont.*, pages 132-38)

New Vocabulary

farther fill fix noise often shade shadows

Initial Procedure

Initial preparation. (Have the following on the board. Under-score the words that are in italics.)

in a bad <i>fix</i>	Strawbridge
the <i>noise</i> they make	mischief-makers
in a friendly <i>shade</i> of trees	ordinary
could walk no <i>farther</i>	quiet
<i>fill</i> a shelf or two myself	

try bake forgot lovely stop worry take

Introducing new words and meanings. This word says—(Write *six*.) Now it says—(Change to *fix*.) Use the word in a sentence and make it mean to mend something. When you are in trouble, you are sometimes—(Indicate phrase 1.) This word says—(Write *shadow*, then *shăd'ow*.) The part in the second syllable (underline *ow*) has the sound it has in *window*, and the word is—. When you do something over and over, you do it often. (Write *often*, then *of'ten*.) Listen carefully as I say *often*. Do you notice that the only sound you hear in the second syllable is—(write *n*)? But the syllable is spelled—. (Erase and have word pronounced and written several times.)

Vocabulary review. If you can read this compound word on the board (underline *Straw*, then *bridge* in *Strawbridge*), you will know the name of an inn in today's story. Some children are—(Indicate *mischief-makers*.) Who can erase the next two words and use each one in a sentence?

Make *try* say *trying*. (Continue with *baking*, *forgotten*, *loveliness*, *stopped*, *worried*, *taking*.)

Silent Reading

Pages 132–34. Gathering information. Mrs. Best and her visitors go on talking even though it is—. Read until you know why.

Exercising judgment. Recall how the cakeshop looked at twelve o'clock. Is this a good or bad day for visitors? Why?

Gathering information. Read to the bottom of page 134 and find out how Mrs. Best gets herself out of this bad fix.

Exercising judgment; Associational reading. What proves that Miss May liked her mother very much? That Mrs. Best loved May just as much? Do they remind you of your mother and grandmother?

Pages 135–37. Gathering information. Mrs. Best makes Mr. Sanders change his plans. Read until you know how.

Organization; Following events in sequence. Read to the bottom of page 137. Help me list nine places the three friends went on Sunday, in the order in which they went to them.

Word clues. Now read phrases 2–4 on the board and tell how you helped yourselves with the underlined words.

Page 138. Story recall; Associational reading; Exercising judgment. Recall where Miss May found her mother and what her mother was doing. Recall what day it was. Would your mother be baking on

Sunday night? Would she entertain guests in the kitchen? How do you explain the fact that Mrs. Best did these things?

Verifying conclusions. Now finish the story and see whether we figured out the right reasons.

Word clues. Read the last phrase on the board and tell how you helped yourself with the underlined word.

Oral Reading

Main story divisions. How much of today's story happened on Saturday? (Have that section read aloud; then continue with Sunday morning, Sunday afternoon and evening.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word (write *tin*) and tell what Mrs. Best took from the oven. Now use it to tell what some cans are made of. Where the material in the cans comes from! (Continue with *shade*: a window blind, a place which is not sunny; *fix*: to mend, a bad predicament.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short *i*. This word says—(Write *beside*.) Write the word by syllables and put in the accent. Now mark the first vowel in the accented syllable to show that it is long. (Continue with *children, interest, begin, excitement, frighten*; have *i*'s marked long or short.)

Integrating reading, writing, and spelling (syllable *ten*). Remember that in the word—(write *often*, then *of'ten*) the last syllable is spelled—. Use that same last syllable and write *listen*. (Repeat with *fasten, forgotten*.)

(*ear*). Use these letters and write *earn*. (Write *ear*; then continue with *earth, early, learn, heard*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 49, 51.
2. Independent reading.
More Friends and Neighbors, pages 220–37.
Over a City Bridge, pages 18–29.
3. Other suggested activities. If Sight Vocabulary Cards are available, use cards 23–27, 28–30, 32–34 as flash cards.

UNIT 27

Tell Us What Happened (pages 139-41)

Initial Procedure

Initial preparation. (Have the following on the board.)

touch	group	stop	exciting
easel	visitors	stop	tantalizing
portfolio	enjoy	sun	loveliness
interesting	lost	worry	sillier

Vocabulary review. Read and erase a word you know in the first two rows on the board. Then use that word in a sentence. (Continue until all words are erased.)

Make the word *stop* say *stops*. (Continue with *stopped*, *sunned*, *worried*.) Now make the word *exciting* say *excite*. (Continue with *tantalize*, *lovely*, *silly*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Who might be saying the title of our next story, and to whom might she be saying it?

Pages 139-41. *Timed silent reading.* Read the whole story. Be a third-grade reader. Do not look up until you are through. (How many finish in 2½ minutes?)

Oral recall; Main story divisions. Who can tell with books closed everything that happened—(write *On the road to St. Ives*)? Who can go on and tell what happened—(write *At St. Ives*; then continue with *On the road home*)?

Oral Reading

Locating information. Find one paragraph where Miss May tells what happened—(Indicate *On the road to St. Ives*.) The first one to find the paragraph may read it aloud. (Continue with three paragraphs for *At St. Ives*, three for *On the road home*.)

Vocabulary Enrichment and Extension

Word concepts (heteronyms). This word says—(write *rēad*), and this word says—(Write *rĕad*.) Tell us what you will do with page 142 tomorrow. Tell what you have just done with page 141. When s

has its *z* sound, this word says—(Write *close*.) Tell what you do to a door. When *s* has its *s* sound, the word says —. Tell what you do when you stand near to me. (Repeat with *use, use*.)

Word Recognition Techniques

Diacritical marks for long and short *a, e, i*. Write the word *need* and mark the first vowel. (Continue with *rent, shade, flash, bit, line*.)

Integrating reading, writing, and spelling (*wr*). When a word begins with these two letters (write *wr*), the *w* is always silent. So this word (write *wrote*) says —. Use this beginning (indicate *wr*) and write *wrap*, meaning to *wrap* a bundle. (Continue with *wring, wrist, write*.) Change the word—(write *long*) to *wrong*.

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 52.
2. Independent reading.
Over a City Bridge, pages 30–48.
On We Go (Houghton Mifflin Co.), pages 5–22.

UNIT 28

Excitement in the Cakeshop (pages 142-44)

New Vocabulary

fortunate

Monday

Initial Procedure

Initial preparation (Have the following on the board.)

interested	family	stop
excitement	bake	run
busy	whistle	noise
direction	snap	gooseberry

Introducing new words and meanings. This day is—(Write *Monday*, then *Mon'day*.) Prove that you know what vowel to use and write *sent*, meaning that your mother sent you to the store. To have good luck is to have good—(Write *fortune*, then *for'tune*.) When you are lucky, you are fortunate. (Write *fortunate*, then *for'tu nate*.) Check with the glossary to find out what *fortunate* means.

Vocabulary review. Read and erase a word you know in the first row; then use it in a sentence. (Continue until all words in column 1 are erased.) Make the word *family* say *families*. (Continue with *baking*, *whistling*, *snapping*, *stopped*, *running*, *noisy*, *gooseberries*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Recall the picture of the cakeshop we saw on the unit title page. Can you explain the title of the next story?

Pages 142–44. *Timed silent reading; Specific details.* Read the entire story so carefully that you can remember all the details. (How many pupils finish in $3\frac{1}{2}$ minutes? Have books closed and have Workbooks opened to page 53. Call upon those readers who finished first to answer the questions orally. If any child cannot answer a question, have him go back to his book. Use this occasion to emphasize that fast reading is not always good reading.)

Oral Reading

Audience reading. (Assign the nine stories in the two English units to nine different pupils. Follow usual procedure.)

Vocabulary Enrichment and Extension

Prefix *re*. When you read a story over again, you—(write *reread*) it. The prefix *re* added to a word means “again.” What do you do when you—(write *revisit*) a place? (Continue with *refill*, *recount*, *relearn*.)

Word Recognition Techniques

Diacritical marks for long and short *o*. This word says—(Write *notice*.) Write it by syllables and put in the accent. Mark the *o* to show whether it is long or short. (Continue with *rosebush*, *collar*, *cottage*.)

Integrating reading, writing, and spelling (*wr*, *kn*). (Review the writing of *knew*, *know*, *knee*, *knife*, *kneel*; *wrote*, *write*, *wrap*.)

Supplementary Activities

1. **Workbook for *The New If I Were Going***, pages 53, 54, 55. Use a special reading period for page 54. Follow procedures suggested in Unit 15 for page 25.
2. **Diagnostic spelling test.** Use phonetic words from unit (see page 343) as a diagnostic spelling test.
3. **Tests.** Give the informal tests on pages 56, 57, 58 of the Workbook. A score of 1 is given for each item marked correctly. Use

separate reading periods for these tests. On page 56 use the same techniques as were suggested for page 25 in Unit 15 of this Guidebook. Be sure directions on page 57 are understood. Discuss pages fully upon completion. Pupils should make a score of at least 4 on page 56, 18 on page 57, and 6 on page 58.

UNIT 29

Sailboats and Wooden Shoes (pages 146-51)

New Vocabulary

clap	cupboard	loaves	room	smocks
cobblestone	float	masts	shut	sunset

Initial Procedure

Initial preparation. (Have the following on the board.)

should	rock	in sunny dooryards
perhaps	hammer	the sunset glow
sign	dance	the fishing grounds
nail	slide	the evening catch
sole	wood	
crawl		

Introducing new words and meanings. Prove that you know what vowel to use and write *shut*. Write *set*, meaning that I set a dish on the table. When the sun goes down we see the sunset. Change the word to *sunset*. Wooden shoes go "clap, clap." Write *clap*. Remember what to do and make the word say *clapping*. Write the word *cup*. Use this part (write *oa*) and write *board*. When we put these two words together (write *cupboard*), we pronounce the word—(Give correct pronunciation.) In olden times a cupboard used to be a board on which people put—. Remember to pronounce the word—. Remember to spell it as if it said—.

Use one of these parts (write *oo*, *oa*) and write *room*. Use the other and write *float*. Use the part you need and write *loaf*. Make the word say *loaves*.

Vocabulary review. Erase a word you know in column 1; then use the word in a sentence. Make the word *rock* say *rocky*. (Continue with *hammering*, *dancing*, *sliding*, *wooden*.)

If something is this long (hold up a foot ruler), we say it is a—. If it is this long (hold two foot rulers end to end), it is—(Write *two feet long*.) But if it is this long (hold up a yardstick), it is—(Write *a yard long*.)

Silent Reading

Contents page. *Locating and gathering information; Associational reading.* Our next unit takes us to—. Who used to live there? The title tell us something we will see in Brittany besides sailboats. In what other country do people wear wooden shoes?

Unit title page. *Introducing new words and meanings.* This person (write *cobbler*, then *cōb'bler*) is a—. He likes to—(change word to *cobble*) shoes. What does that mean? Notice the rounded stones on the seashore. They are called—(Change word to *cobblestones*.) Notice the long loose coats which two of the men are wearing. They look like—(Write *smocks*; have one to show if possible.) Put your finger on the tall pole to which the sails are fastened. This pole is called a mast. (Write *mast*.)

Pages 146–47. *Gathering information from pictures.* The map tells us that if we wish to go from England to Brittany, we must go by—. Why? In what other way might we go?

What use do the people of Brittany make of the—(indicate *cobblestones*)? Can you think of a good reason why they wear wooden shoes? In what two ways are the houses like the houses in England?

Verifying information. Read page 146 and find three sentences which tell exactly what is told by the pictures.

Gathering information. Read page 147 and find out how the cobbler decorates his wooden shoes, and how loaves of bread in Brittany differ from those in our country.

Phrase meaning. What do you think—(underline *dooryards* in phrase on board) are? What would you see—(indicate phrase)?

Pages 148–49. *Picture interpretation; Drawing inferences.* What time of day is suggested by the picture on page 148? What do the men seem to be doing? Then when do you think the fishermen catch fish in Brittany?

Verifying inferences; Word meanings from context. Read page 148 and see if our thinking is correct. Be ready to tell what the rest of the phrases on the board mean.

Picture interpretation. Explain what all the people in the picture on page 149 are doing. What might they be saying?

Verifying conclusions. Read page 149 and find the paragraph which proves whether our thinking is correct.

Pages 150–51. *Gathering information from pictures.* The—(indicate *cupboard*) you see in the picture isn't really a cupboard after all. What is it? Can you tell from the picture on page 151 how this queer bed works? Something in the house is made of stone. Can you find what it is? How is the house heated?

Verifying information. Now read the two pages and be ready to prove that the pictures told what is true about the—(Write *floor, fireplace, beds.*)

Oral Reading

Main paragraph ideas. (Discuss the idea that a good paragraph tells about one important thing. Have pupils turn to page 59 in the Workbook, read the opening paragraph, check the first main idea, and then locate and read aloud the paragraphs which correspond with each of the other main ideas. Do not have page and paragraph numbers added at this time.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word (write *foot*) and tell us how long something is. Use it to mean the bottom of a hill. Use it to mean the foot you walk upon. (Continue with *feet*: a measure, feet to walk upon; *yard*: a measure, a lawn; *grounds*: a lawn, a fishing place, a basis for complaint; *catch*: to capture, something caught.)

Word Recognition Techniques

Verb endings *n, en*; Syllable division and accent. Make this word (write *give*) say *given*. Say the word *given*. How many syllables do you hear? Remember every syllable must have at least one vowel. Write the word by syllables and put in the accent. (Continue with verbs suggested on page 60 of the Workbook.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 59, 60.
2. **Textfilm.** See Textfilm manual.
3. **Other suggested activities.** Have pupils continue the mural or the book of travel pictures.

UNIT 30

A Wise Idea (pages 152-57)

New Vocabulary

Ann	clothes	Fete	pass	tight
blessed	Concarneau	held	priest	trousers
chest	festival	lobster	though	Yvon

Initial Procedure

Initial preparation. (Have the following on the board.)

1. What will Yvon be when he is a man?
2. What will he do with his money?
3. What is Yvon's good plan?
4. Why did everyone want to go to The Fete of the Blue Nets?
5. What happened first on the festival day?
6. What happened next?
7. What happened for the rest of the day?

whisper	buy	gay	dream
splendid	ribbon	gay	wonder

(Have a picture of a lobster and a lobster pot if possible; otherwise use pictures on pages 152, 164.)

Introducing new words and meanings. The girl in today's story is—(write *Ann*), and the boy is *Yvon* (ē vŏn). Say the name as I write it. (Write *Yvon*.) Brittany fishermen sometimes catch—(Write *lobsters*, then *lŏb'sters*; take time to show picture and discuss interesting details.) Lobsters are caught in—(Write *a lobster pot*; show picture and discuss the fact that the pot is a trap and that it resembles a crate.)

We call Christmas, Easter, and days like that holidays. Some people call each of these days a—(write *festival*, then *fěs'ti val*) day. Check with the glossary to find a good meaning for *festival*. In Brittany people have a special name for a festival day. They call it a Fete (fât) day and the word looks like this. (Write *Fete*.) One of their gayest festival days is called—(Write *The Fete of the Blue Nets*.) This festival is held in a little fishing village called *Concarneau* (kôn kâr nŏ'), and the name looks like this. (Write *Concarneau*.) Everyone dresses up

in his best—(Write *clothes*.) Take a good eye picture of these letters. (Underline *th*, then *es*; erase and have word rewritten.) The men and boys put on their best—(Write *trousers*, then *trou'sers*, underlining *ou*.) In Brittany it is the style to wear very—(write *tight* and underline *ight*) trousers. Remember what the underlined letters say, and you know the word is—.

In some churches we have ministers; in other churches there are —(Write *priests*.) The *i* is silent, and the *e* is long. (Mark *ē*.) So the word is—. The minister or the priest asks God to—(write *blēss*) us. What does that mean? Make the word say *blessed*.

In this word (write *though*) the last three letters are silent, and the *o* is—(Mark the *o* long.) So the word is—. You can remember it—(Write *even though it is hard*.)

Prove that you know what vowel to use and write *held*, meaning that I held out my hand. Could someone write *grass*? Change it to *pass*. Think what vowel to use and write *chest*. Check with the glossary to find out what chest will mean in our story. Now turn to page 150. Can you find the chest? What do you suppose is kept in the chest? If you wanted to get onto the upper shelf of the bed, how would the chest be useful?

Vocabulary review. Make the word *gay* say *gayly*. Tell what the suffix made the word mean. (Continue with *gayest*, *dreamy*, *wonderful*; have each of the other listed words read, erased, and used in a sentence. Review the new vocabulary until pupils are very familiar with it. Postpone the rest of the activities for another period if necessary.)

Silent Reading

Contents page. *Locating information; Phrase meaning.* Say the title in another way to tell what it means. (*a good plan*, etc.)

Pages 152–53. *Picture interpretation.* Have you an idea who this boy and girl may be? Explain what they seem to be doing.

Gathering information. Read these two pages and find the answers to questions 1 and 2 on the board. Find out also what Yvon wants very much which you wouldn't like at all.

Pages 154–56. *Gathering information.* Yvon thinks up a plan. It all has to do with—(Indicate *The Fete of the Blue Nets*.) Read to the bottom of page 156 and be ready to answer question 3.

Page 157. *Gathering information; Following events in sequence.* Read just the first paragraph and find the answer to question 4. Read

paragraph 2 for the answer to question 5. Finish the story and be ready with the answers to questions 6 and 7.

Oral Reading

Marks of punctuation (quotation marks). (Have the parts within quotation marks read throughout story. Then have the conversation between Ann and Yvon read aloud.)

Vocabulary Enrichment and Extension

Synonymous meanings. (Write the following words on the board: *festival, trousers, mast, smock, Fete, float, fortunate, Concarneau.*) Read and erase the word which means a long loose coat! A fishing village! (Continue in similar way.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short *a, e, i, o*. This word says—(Write *ocean*.) Write the word by syllables and put in the accent. Mark the vowel in the accented syllable to show whether it is long or short. (Continue with *cottage, arrive, picture, bellow, idea, cabin, danger*.)

Integrating reading, writing, and spelling (visual perception of difficult words). (Review the writing and spelling of *busy, sure, toward, great, any, group*; also *listen, often, fasten*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 61, 62.
2. Independent reading.
Over a City Bridge, pages 49–61.
On We Go, pages 23–41. (Give help with *mumps*, page 23; *cocoa*, page 27; *oatmeal*, page 28.)
3. Other suggested activities. If Sight Vocabulary Cards are available, use cards 8, 10–12, 15–21 as flash cards.

UNIT 31

Important Work to Be Done (pages 158-62)

New Vocabulary

astonished	cone	hates	shape	strong
bait	crates	lad	sigh	trap
caught	drop	logs	slats	

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ Ann had a wise idea, but Yvon did not like it.
- _____ Yvon had breakfast and did his morning's work.
- _____ Yvon went down to the inlet by the sea.
- _____ Yvon gathered his things together.
- _____ Yvon worked until the pot was almost done.
- _____ Fisherman Jack told a story.
- _____ Yvon went to Fisherman Jack for help.
- _____ Fisherman Jack told Yvon what he thought of the pot.
- _____ Yvon dropped the pot into the sea.
- _____ Yvon and Fisherman Jack put in the nets.

fruit	certainly	chuckle	worry	a handy lad
crawl	neighbors	wherever	sit	

Introducing new words and meanings. Prove that you know what vowel to use and write *trap*. (Continue with *hate, slat, slats, lad, drop, shape, crate, cone*.) Something shaped like an ice-cream cone is— (Write *cone-shaped*.) When you catch fish, you must have some bait. Use these vowels (write *ai*) and write *bait*.

Something very surprising will—(write *astonish*, then *as tŏn'ish*) me. Who can make the word say *astonished*? Check with the glossary for a good meaning. Check also the words *bait* and *slats*. In the word —(write *because*) this part (underline *au*) says —. In this word (write *caught*) the part also says —. What do you know about these letters? (Indicate *gh*.) Then the word says —. This word says— (Write *high*.) Now it says—(Change to *sigh*.) Give a big—(Indicate *sigh*.) This word says—(Write *long*.) Now it says—(Change to *strong*.) In a fireplace we often burn—(Write *logs*.)

Vocabulary review. Sometimes the seashore bends inward and lets the sea come in. (Illustrate with a sketch.) We call such a place an —(Write *inlet*.) Why?

Read and erase from the board the word which means the people who live next door. The word which means *surely*! (Continue in the same way with *fruit*, *crawl*, *chuckle*.) This word says—(Write *where*, then *ever*.) What happens when we put them together to make the compound word—(indicate *wherever*)? Make the word *worry* say *worried*. (Repeat with *sitting*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Be ready to tell what you think Yvon will be doing today.

Pages 158–59. *Organizing events in sequence; Oral recall.* Read these two pages; think, as you read, what happens first, what next, etc. Then be ready to number the sentences in the first group in order. (Time silent reading. How many finish in 2½ minutes? When sentences have been numbered, have the story retold.)

Pages 160–62. (Proceed with the second group of sentences.)

Phrase meaning. What do you think Fisherman Jack meant when he called Yvon—(indicate *a handy lad*)?

Drawing inferences. Fisherman Jack's neighbor was called—(Write *Marie*.) Who really was the girl who lost her wooden shoes?

Oral Reading

Main paragraph ideas. Open your Workbooks to page 63. The first one to find the page and paragraph which go with the first main idea may read that paragraph aloud. (Continue in a similar way. Do not have numbers added at this time.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). You have a—(Write *chest*.) Put your hand on your chest. Use the word and make it mean a box in which to store clothes. (Repeat with *loaf*, meaning bread, to waste time.)

Word Recognition Techniques

Word endings. Change this word and make it say *hating*. (Write *hate*; then continue with *drop*, *dropped*; *cut*, *cutting*; *wag*, *wags*; *sun*,

sunny; hot, hotter; thin, thinner; easy, easier; lazy, laziest; carry, carries; hurry, hurried; worry, worrying; lady, ladies.)

Integrating reading, writing, and spelling (*igh, ight*). What do you know about these two letters in—(write *high* and *light*, underlining *gh* in each; then erase both words)? Use what you know and write *might*. (Continue with *sigh, sight, fright, frighten*, etc.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 63, 64.
2. **Independent reading.**
Over a City Bridge, pages 62–73. (Give help with *Halloween*, page 63; *pigeons*, page 68.)
On We Go, pages 42–61. (Give help with *different*, page 42; *gingerbread*, page 45; *sugar*, page 47.)
3. **Other suggested activities.** If Sight Vocabulary Cards are available, use cards 51, 52, 54, 65–67, 69–70 as flash cards.

UNIT 32

Troubles (pages 163-69)

New Vocabulary

dry	heavy	sauce	slip	surface	temper
finally	imagine	skirt	snails	swirling	

Initial Procedure

Initial preparation (Have the following on the board.)

a butterfly cap	nothing	fastened
Take it easy	enough	astonished
There you go again	fortunate	often
a noted cook	surely	instead
a great stir in the air	perhaps	dead

Introducing new words and meanings. Write the word *cry*; change it to *dry*. Use these vowels (write *ai*) and write *nail*; change the word to *snail*. (Have picture and allow time for discussion.) Write *slip*. Use this part (write *ir*) and write *skirt*; begin it as you begin *sky*.

When you get angry, you lose your—(Write *temper*, then *tēm'per*.) Something which is not light in weight is—(Write *heavy*, then *hēav'y*.) When you make believe you are someone else, you—(write *imagine*, then *im āg'ine*) it. The mark over the *a* shows that it has its _____ sound. What sound will *g* have and why? The word is —. When something goes round and round (*illustrate*), we say it moves with a —(Write *swirl*, underlining *ir*.) It is—(Add *ing*.) Mother often makes apple—(Write *sauce*, underlining *au*.) What sound will the *c* have and why? The word is —. When we have been waiting a long time for someone, we may say, "You—(write *finally*, then *fī'nal ly*) came". The mark over the *i* shows that it has its _____ sound; the first syllable says —, and the word is —. The top of the water is called the—(Write *surface*, then *sur'face*, underlining *ur*.) Now check—(indicate *finally*, *imagine*, *surface*, *swirling*) with your glossary.

Vocabulary review. Read and erase the word which means not anything at all. The one which means many times! (Continue with all words in columns 2 and 3 on board.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Tell who you think has what the title is talking about. What do you think these troubles may be?

Pages 163–65. *Associational reading.* Read just the first two paragraphs. In what way is Yvon very much like some boys you know? Does his mother remind you of your mother?

Gathering information; Oral recall. Now read to the bottom of page 165. Find out what happened on—(Write *The First Day*.)

Phrase meaning. Why do you think Yvon called the cap he was going to buy for Ann—(indicate phrase 1)?

Pages 166–67 (paragraph 6). *Gathering information; Oral recall.* Read until you come to the last paragraph on page 167. Find out what happened on—(Write *The Next Day*.)

Phrase meaning. What did Fisherman Jack mean when he said—(indicate phrases 2–3)?

Pages 167 (paragraph 7)–169. *Gathering information; Oral recall.* Read to the end of page 169. Find out what happened on—(Write *Market Day*.)

Phrase meaning. What do you think it means to be—(indicate phrase 4)? What happens at your house when there is—(phrase 5)?

Predicting outcomes. Yvon has his lobsters. Now how may things turn out? What strangers may come to eat dinner?

Oral Reading

Main story divisions. (Have the section of the story which tells what happened on each successive day read aloud.)

Vocabulary Enrichment and Extension

Descriptive words. (Write *Yvon* on the board.) Let's see how long a list of words we can think of which tell what kind of boy Yvon was. (*ambitious, generous, daydreamy, hot-tempered, etc.*)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short *u*. Something you use all the time is very—(Write *useful*.) Write the word by syllables and put in the accent. Now mark the first vowel in the accented syllable to show whether it is long or short. (Continue with *uncle, tuneful, under*.)

Word endings. Change this word (write *happier*) to *happy*. (Continue with the base forms for *busier, tried, crying, stories, making, trapped, sitting, funny, fattest, wetter*.)

Supplementary Activities

1. Independent reading.

Over a City Bridge, pages 74–84. (Give help with *library*, page 74; *marionette*, page 76.)

On We Go, pages 66–83.

2. Other suggested activities.

If Sight Vocabulary Cards are available, use cards 15–21, 23–27 as flash cards.

UNIT 33

Troubles (*cont.*, pages 170-72)

New Vocabulary

claw	peg	soup	stumbled
gentleman	serve	stall	torn

Initial Procedure

Initial preparation. (Have the following on the board.)

clothes	astonished	these	visitors
close	chance	imagine	chatter

Introducing new words and meanings. Remember the part you need to spell *saw*. Can you use that part and write *claw*? Lobsters have big —. There is a long vowel in the word *torn*. What is the vowel? Now write *torn*. Write the word *all*; change it to *stall*. Sometimes in a market place, the space where each person sets up his shop is called a —. A sharpened piece of wood used in place of a nail is called a *peg*. Prove that you know what vowel to use and write *peg*.

A waiter who waits on table will—(write *serve*) the dinner. This word says—(write *group*), but now it says—(Change to *soup*.) To trip over something is to—(Write *stumble*, then *stŭm'ble*.) When you handle something carefully, you are very—(Write *gentle*, then *gĕn'le*.) What sound will *g* have and why? The word is —. A man who is kind is a—(Write *gentleman*.)

Vocabulary review. Read and erase the word we use when we point to more than one thing! The word which means to shut! (Continue in similar way.)

Silent Reading

Pages 170–71. Verifying conclusions. What did we conclude would happen to Yvon and his lobsters? Read these two pages and find out if we were right. (Have story retold.)

Associational reading. If you were Yvon, would you think you had too much trouble for any one boy?

Predicting outcomes. You know who the strangers may be. What will happen when Yvon throws open the cover of the basket?

Page 172. Verifying conclusions. Finish the story. Are you sure

now who the visitors are? Is Yvon? What does the story mean when it says he began to understand?

Oral Reading

Locating information. Open to page 65 in your Workbook. The first one to find the answer to the first question, may give the page and paragraph, and read the paragraph aloud. (Continue in a similar way. Do not have numbers written in.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word (write *serve*) and tell what you might do if you were a waiter. Use it and make us know that someone got what he deserved. (Continue with *stall*, meaning to hesitate, an enclosure for a horse, a small shop; *slip*, meaning to slide, a piece of lingerie; *drop*, meaning to fall, a small particle.)

Word Recognition Techniques

Syllable division and accent. Diacritical marks for long and short *y*. This word says—(Write *mystery*.) Write the word by syllables and put in the accent. Is the vowel *y* in the first syllable long or short? Mark it to show that it is short. (Continue with *happy*, *rhyme*, *rhyming*, *carry*.)

Integrating reading, writing, and spelling (visual perception of difficult words). This word is—(Write *be*.) But this word is pronounced—(Write *been*; then continue with *do*, *done*; *go*, *gone*.) Make—(write *go*) say *goes*. (Erase and have words rewritten.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 65, 66, 67.
2. Independent reading.

Over a City Bridge, pages 85–90.

On We Go, pages 87–112. (Give help with *burdy-gurdy*, page 87; *politely*, page 89.)

UNIT 34

A Turn for the Better (pages 173-76)

New Vocabulary

August	decorated	mind	tickled
blouse	disappointment	spoil	vest

Initial Procedure

Initial preparation. (Have the following on the board. Under-score the words in the phrases that are in italics.)

- _____ Everyone goes to Concarneau.
- _____ Everyone goes to market to buy the new clothes.
- _____ Mr. Sanders helps Yvon catch lobsters.
- _____ The travelers take their bags to the inn.
- _____ Fisherman Jack comes to see Marie.
- _____ Marie may have had a boat ride.
- _____ Yvon buys new clothes for Mother.

a gay new *blouse* didn't *mind* a bit *tickled* Ann on the nose

Introducing new words and meanings. Use this part (write *oi*) and write *spoil*. A man wears a vest. Write *vest*.

In the word—(write *because*, and underline *au*) the part says —. The name of this month is—(Write *August*, then *Au'gust*.) If some-one promises to come to see you and then doesn't come, he will —(write *disappoint*, then *dis ap point'*) you. The third syllable is —, and the word says —. You will be filled with—(Add *ment* to both forms.) When we paint and paper our houses, we—(write *decorate*, then *déc'o rate*) them. Check with the glossary to find good meanings for—(Indicate *disappointment* and *decorate*.)

Silent Reading

Contents page: *Locating information; Drawing inferences.* Tell what kind of luck Yvon may have today and how you know.

Pages 173-76. *Organizing events in sequence; Oral recall.* Read the entire story. Then be ready to number the sentences on the board in order. (How many finish in 4½ minutes? After sentences have been numbered, have the story retold.)

Word clues. Ann bought—(Indicate phrase 1.) What helped you with—(indicate *blouse*)? (Repeat procedure with *mind* and *tickle*; have the vowel marked in *mind*, and *tickle* written by syllables.)

Oral Reading

Main paragraph ideas. Turn to page 68 in your Workbook. The first one to find the page and paragraph which go with this main idea (indicate *Yvon's new clothes*) may read the paragraph aloud. (Continue in similar way.)

Vocabulary Enrichment and Extension

Synonymous meanings. (Write the following words: *imagine, serve, disappointment, finally, surface, swirling, festival.*) Read and erase the word which means to make believe! (Etc.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules in accented syllables. Write this word (write *travel*) by syllables and put in the accent. Mark the vowel in the accented syllable. Where in the syllable does the vowel come? A vowel in the middle of an accented syllable very often has its _____ sound. (Repeat with *children, desert, hundred, cottage.*)

Integrating reading, writing, and spelling (visual discrimination of difficult words). In many words when these vowels come together (write *ea*) the *e* is short and the *a* silent. Read this word; then mark the *e* to show whether it is long or short. (Write *head*; then repeat with *ahead, bread, dead, meadow, read, instead*; then erase and have all words rewritten.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 68, 69, 70.
2. Independent reading.

Over a City Bridge, pages 94-99.

On We Go, pages 113-32. (Give help with *doesn't*, page 115; *patient*, page 123.)

UNIT 35

On the Road to Concarneau (pages 178-81)

New Vocabulary

boil	cloppety-clop	island	oil
book	fairy	mingled	sardines

Initial Procedure

Initial preparation. (Have the following on the board.)

1. Was Concarneau on an island?
2. Did it look like a castle in the sea?
3. Was there a bridge leading from the shore to the island?
4. Was there a fishing village within the wall?
5. How did the men of Concarneau earn their living?
6. What did the girls do to earn money?

merrymakers	gentleman	merry	bright
above	even	move	family
imagine	though	lady	shine

Introducing new words and meanings. Use the part you need in *look* and write *book*. Use this part (write *oi*) and write *oil*. Write *boil*.

Wooden shoes sound like this. (Write *cloppety-clop*, then *clop'pe ty-clop*.) This word says—(Write *air*; change to *fair*, then to *fairy*.) Do you like to hear—(write a *fairy story*)? If you join a crowd of people, you *mingle* (write *mingle*, then *min'gle*) with them. Have you ever eaten some tiny little fish called sardines? (Write *sardines*, then *sar dines'*.) A piece of land with water all around it is an —. The word *island* looks like this. (Write *island*, then *is'land*.) Do you notice the long *i* in the first syllable? As you say the word, notice that the *s* is silent. We must be sure to put in the *s* when we write the word. (Erase and have *island* rewritten several times. Have *mingle* and *island* checked with glossary.)

Vocabulary review. Make the word *merry* say *merrily*; then tell what the suffix *ly* makes the word mean. (Continue to form *moving*, *ladies*, *brightly*, *families*, *shining* from words in last two columns.)

Read and erase the word which means higher or on top. (Continue until all words in first two columns are erased.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Unit title page. *Gathering information from pictures.* What signs do you find in the picture which prove that The Fete of the Blue Nets is a gay festival day?

Pages 180–81 (picture). *Gathering information from pictures; Drawing inferences.* Suppose we find out all we can about Concarneau from the pictures. We already know that Concarneau is a little fishing —. Do you remember what the children on the Mystery Bus thought the old tin mine might be? Does anything in this picture look like a castle? Why? How do you get to the castle? Then the castle must be on an—(Indicate *island*.) In olden times people often built high walls around their villages. What might you see once you are inside the wall? Can you find Ann and Yvon? What do they seem to be doing? Why? Where will Fisherman Jack leave his cart?

Page 178. *Specific detail.* Read the page and find out three things you might have heard if you had been on the shore that morning. I can think of three more things I would have heard which are not told about in the story. (cart wheels, sound of the sea, sound of the gulls) Are you as good a thinker as I am?

Pages 179–81. *Specific details.* Read three paragraphs. If you were painting a picture of the day, what would you put in it?

Verifying and gathering information. Finish the story. Be ready to prove whether we were right or not about the things we learned from the pictures on pages 180–81. Do this by being ready to answer questions 1–4. Be ready to answer questions 5 and 6 also.

Word meanings. What does it mean when we say the girls packed the sardines in—(write *tins*)?

Oral Reading

Verifying conclusions. Turn to page 71 in your Workbook. (Have each sentence read aloud and have pupils decide whether it tells something true or not. Have portions of text read aloud which prove that questions 3, 5–9, 11, 13, 14 are correct.)

Vocabulary Enrichment and Extension

Descriptive phrases; Skimming. Skim paragraph 1, page 178. Read the three words which tell about the street. The three which tell about the village! (Continue in similar way throughout story.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long vowels; Vowel rules in accented syllables. Write this word (write *railroad*) by syllables and put in the accent. Mark the vowel you hear in the accented syllable. Notice that the first vowel is long, the second silent. (Repeat with *agree*, *excitement*, *rosebush*, *useful*, calling attention to the fact that there are two vowels in the accented syllable, that the first one is long, the second silent.)

Integrating reading, writing, and spelling (*ough*). In this word (write *though*) the *o* has its long sound, and the last three letters are silent. The word is —. Take a good eye picture of these four letters. (Underline *ough*.) This word says—(Write *enough*.) Notice the same four letters. (Repeat with *through*; then erase words and have them rewritten.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 71, 72. Have the blanks in sentences 1 and 2 on page 72 filled orally before pupils are set free to complete the rest of the page.
2. Independent reading.
Over a City Bridge, pages 100–105.
On We Go, pages 133–57. (Give help with character names.)
3. Other suggested activities. If Sight Vocabulary Cards are available, use cards 55, 57–64 as flash cards.

UNIT 36

A Gay Festival Day (pages 182-85)

New Vocabulary

blow chose continued lingered Pierre rang

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ The priest blessed the fishing boats.
- _____ Mother and the others followed the crowd.
- _____ Yvon lingered on the shore.
- _____ Everyone made merry for the rest of the day.
- _____ Everyone went into the church.
- _____ Yvon had a long talk with Pierre.

certainly decorated
group merrymaking

Introducing new words and meanings. Prove that you know what vowels to use and write *chose*. Use the part you need in *show* and write *blow*, meaning the wind can blow. This word says—(Write *ring*.) Change the vowel and make it say *rang*.

When you go on doing something, you—(Write *continue*, then *con-tin'ue*.) When you stop along the way to school, you linger. (Write *linger*, then *lin'ger*.) Check—(indicate *continue* and *linger*) with the glossary. A new character in today's story will be Pierre (pyër), and his name looks like this. (Write *Pierre*.)

Vocabulary review. Read and erase the word which means *surely*. (Continue with *group*, *decorated*, *merrymaking*.)

Silent Reading

Contents page. *Locating information; Word associations.* How do the words *gay* and *festival* make you feel? Then what kind of time is suggested by the title?

Pages 182-85. *Organizing events in sequence; Oral recall.* Read the entire story; then be ready to number the sentences on the board in the right order. (How many finish in 4 minutes? Have story retold in usual way.)

Locating information; Predicting outcomes. Certain people in our story are working. Who are they? Turn to page 16 and read paragraph 2. What may happen before the day is over?

Oral Reading

Marks of punctuation (quotation marks). (Review the purpose of quotation marks. Then have someone be Yvon, someone Pierre; have the conversation between them read aloud.)

Vocabulary Enrichment and Extension

Synonymous meanings. (Write *mingle, linger, continue, island, tantalize, curious* on the board.) Read and erase the word which means wanting to know. (Continue in similar way.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long vowels; Vowel rules in accented syllables. (Use identical techniques from Unit 35 with *people, arrive, parade, lonesome, useless*.)

Integrating reading, writing, and spelling (*ough, ought*). Use this group of letters (write *ough*) and write *though*. (Repeat with *enough, through*.)

When we add this letter to the letter group (add *t*) we have the word —. Write *thought*. (Continue with *bought, brought, fought*, etc.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 73.
2. Independent reading.
Over a City Bridge, pages 106–11.
On We Go, pages 165–86. (Give help with *chief*, page 168.)
3. Other suggested activities. If Sight Vocabulary Cards are available, use cards 55, 57–64 again as flash cards.

UNIT 37

A Gay Festival Day (*cont.*, pages 186-89)

New Vocabulary

also

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ The artist sees something out of the corner of his eye.
- _____ Yvon stands daydreaming on the shore.
- _____ Yvon crawls under the old sail.
- _____ A voice wakes Yvon from his daydream.
- _____ The artist paints Yvon's picture.

imagine	battle	notice	chuckle	heavy	perhaps
danger	voice	astonished	twinkle	guessed	busy

Introducing new word and its meaning. Write the word *all*. The word *so*. Watch what happens when the two words are put together to make—(Write *also*.) We may say, "I like this story, too." We may say, "I like this story—(Indicate *also*.)"

Vocabulary review. Read and erase the word which means a low laugh. (Continue until all words have been erased.)

Silent Reading

Pages 186-89. *Organizing events in sequence; Oral recall*. Read to the bottom of page 189. Be ready to number the sentences on the board in order. (Have story retold in usual way. Time the silent reading. How many finish in 4½ minutes?)

Predicting outcomes. Have you any idea who the artist is who painted Yvon's picture?

Oral Reading

Locating information. The first one to find the paragraph which tells what Yvon saw in his daydream may read the paragraph aloud. Why Yvon hadn't seen the artist before this time! (Etc.)

Vocabulary Enrichment and Extension

Word meanings and associations. How many other words can you think of which mean—(write *tired*)? (Continue with *storm: hurricane, cyclone, tornado, etc; slip: slide, crawl, steal, move, etc.*)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long vowels; Vowel rules for accented syllables. Say this word and listen for the syllables. (Write *idea*.) Write the word by syllables and put in the accent. Now mark the vowel in the accented syllable. Do you notice that the vowel comes at the end of the accented syllable? (Repeat with *notice*, *curious*, *station*, *finally*, calling attention to the sound and position of the long vowel.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 75. Have directions at top of page read orally before page is begun.
2. Independent reading.
Over a City Bridge, pages 112-18.
On We Go, pages 189-216. (Give help with *somersault*, page 190; *young*, page 201.)

UNIT 38

A Gay Festival Day (*cont.*, pages 190-92)

New Vocabulary

both explain

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ Everyone watches the fishing boats set sail.
- _____ Mother begins to worry.
- _____ Mother, Ann, Mr. and Mrs. Sanders, and Fisherman Jack enjoy the festival.
- _____ Mr. Wells discovers two old friends.
- _____ The group of friends go to the inn.
- _____ Mother worries more and more.

Introducing new words and meanings. The moment I mark the vowel in this word (write *both* and mark vowel) you know it says —. When you do not understand something, I—(write *explain*, then *explāin'*) it. Check with the glossary to find out what *explain* means.

Silent Reading

Pages 190-92. *Organizing events in sequence; Verifying inferences; Associational reading.* Finish the story. Be ready to number the sentences on the board in the right order. See if you are right about the artist. In what way is Yvon's mother very much like your mother? (How many pupils finish in $3\frac{1}{2}$ minutes? Have story retold in usual way.)

Phrase and word meanings. What did Fisherman Jack mean when he said to Mother—(write *Never you mind*)? What did Mother do when she worried—(write *nevertheless*)?

Oral Reading

Main story divisions. (Write the following on the board: *Yvon and Pierre, The Fete of the Blue Nets, Yvon and the artist, Mother worries, and old friends meet.*) How far would you read in the story if you wanted to tell all that is told about—(indicate phrase 1 and have that section read aloud; then continue in a similar way)?

Vocabulary Enrichment and Extension

Word meanings and associations. How many other words can you think of which tell how you feel when you are—(write *worried*; repeat with *wonder, explain*)?

Word Recognition Techniques

Irregular verbs. Read these words. (Write *grow, grew, grown.*) Which one do I need in this sentence? (Write *I like to _____ flowers.*) Then repeat with: *Last year I _____ roses. The rosebushes have _____ over the fence.* Use other irregular verbs.)

Integrating reading, writing, and spelling. This word (write *read*) says —. Make it say *ready*. Make it say *already*. Remember how many *l*'s to use. (Repeat with *almost, also, always.*)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 74.
2. Independent reading.
Over a City Bridge, pages 119-28.
On We Go, pages 218-27. (Give help with *scissors*, page 225.)
3. Other suggested activities. If Sight Vocabulary Cards are available, use cards 15-21, 23-30 as flash cards.

UNIT 39

A Surprise for Pierre (pages 193-97)

New Vocabulary

hatch lose meant quickly replied

Initial Procedure

Initial preparation. (Have the following on the board.)

in the meantime	to make matters worse
in a fair way	in the offing
worrying her head off	a long-lost friend
	headed the boat into the wind
suddenly finally	dark drop slip
explained pleasant	move have slap

Introducing new words and meanings. Prove that you know what vowel to use and write *bat*. Change the word to *hatch*.

When you answer someone, you—(Write *reply*, then *reply'*.) The *y* is long. Make the word say *replied*. Check the meaning with the glossary. When you do something in a hurry, you do it—(Write *quickly*, then *quick'ly*.) Remember that these two letters (underline *qu*) always say —. The word is —. This word says—(Write *mēan*.) But now it says—(Change to *mēant*.) If you do not win a game, you—(write *lose*) it. Take a good eye picture of *lose*. How many *o*'s do you see? What is on the end? (Erase and have word rewritten several times.)

Vocabulary review. Add the suffix *ness* to *dark*; then tell what the suffix makes the word mean. (Use rest of words in last three columns on board to form *moving*, *dropping*, *having*, *slipping*, *slapping*.)

Read and erase the word which means quickly. (Continue in the same way with *explained*, *finally*, *pleasant*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Where was Yvon when our story was over? Where is that boat by this time? Explain the title.

Page 193. *Locating and gathering information.* Read page 193;

then turn to page 76 in your Workbook. Put in the page and paragraph numbers and answer question 1.

Phrase meaning. Mother had gone to the inn, and—(indicate phrase 1) Pierre had sailed out to sea. What does that mean?

Page 194. (Repeat techniques with question 2.)

Phrase meaning. How do you think Pierre felt when he was—(indicate phrase 2) to lose his temper? How did Mother feel when she was—(indicate phrase 3)?

Pages 195–96. (Repeat techniques with question 3.)

Phrase meaning. Yvon was careful not—(Indicate phrase 4.) What does that mean? What did Pierre mean when he said there was a storm—(indicate *in the offing*)? How did he treat Yvon when he treated him like—(indicate phrase 6)?

Page 197. (Repeat techniques with questions 4 and 5.)

Phrase meaning. What did Pierre do when he—(indicate phrase 7)? Now what do you think—(write *a fish hatch*) in a boat is?

Oral Reading

Verifying information. (Have the answer to each question read aloud, then that portion of text which proves that the answer is correct.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word (write *hatch*) and tell us what baby ducks do. Use it and tell about the storage place in a boat. Sometimes we say we—(indicate *hatch*) up a good plan. (Continue with *noted*: famous, noticed; *head*: the head of a person, of a nail, etc., to turn in a certain direction, to be at the top of a list.)

Word Recognition Techniques

Irregular verbs. (Write *make, made* on board.) Which of these words do I need to complete my sentence? (Write *I like to _____ candy*. Continue with *I _____ some yesterday*. *I have _____ some every day this week*. Continue with *know, knew, known*.)

Integrating reading, writing, and spelling. (*qu*). Whenever you see this letter (write *q*), you also see—(complete *qu*), and the letters have the sound —. This word says—(Write *quîte*; then *quiet*, *qui'et*; then *quïck*; then *queer*. Erase and have words rewritten.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 77.
2. Independent reading.
Over a City Bridge, pages 129-34.
On We Go, pages 232-33.

UNIT 40

A Surprise for Pierre (*cont.*, pages 198-200)

New Vocabulary

break breath glass joy ripples taste worth

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ Yvon takes another long nap.
- _____ The two fishermen eat together.
- _____ Yvon talks to while away the time.
- _____ The fishing boat comes safely home.
- _____ Yvon wakes to find that the boat is not moving.
- _____ A breeze comes up at last.
- _____ Pierre explains what has happened.

toward	nothing	suddenly	flap	hot
sigh	disappointment	smooth	lazy	stir

Introducing new words and meanings. Prove that you know what vowels to use and write *taste*. Use one of these parts (write *oy*, *or*) and write *joy*. Use the other and write *worth*, meaning how much is that worth. This word says—(Write *pass*.) Change it to *glass*.

Tiny waves are called—(Write *ripples*, then *rip'ples*.) Check with the glossary to see whether that is the right meaning. If you drop something made of—(indicate *glass*), it may—(Write *break*.) Take a good eye picture of these letters. (Underline *ea*k; then erase and have the word rewritten.) If you run very fast indeed, you lose your—(Write *breath*.) Watch these letters very carefully. (Underline *ea*; then erase and have word rewritten.)

Vocabulary review. Make the word *flap* say *flapping*. (Continue with *lazily*, *hotter*, *stirring*.)

Read and erase the word which means an unhappy feeling! The one which means a deep breath! (Continue with other words in a similar way.)

Silent Reading

Pages 198–200. *Locating and gathering information; Organizing events in sequence.* Finish the story; then answer questions 6 and 7 on page 76 of the Workbook. Be ready to number the sentences on the board in order.

Oral Reading

Verifying information; Following events in sequence. (Have the portion of text which goes with each numbered sentence read aloud.)

Vocabulary Enrichment and Extension

Suffix *ment*. When we like music, we—(write *enjoy*) it. We are filled with—(write *enjoyment*), and that means that the music is being enjoyed. Add the suffix *ment* to this word (write *astonish*); then tell us what the new word means. (Continue with *payment*, *pavement*, *disappointment*, *movement*, *agreement*.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules for accented syllables. This word says —(Write *ripple*.) Write it by syllables and place the accent; then mark the vowel you hear in the accented syllable. A vowel in the middle of an accented syllable generally has its _____ sound. (Continue with *chatter*, *reply*, *table*, *explain*, *lonesome*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 79.
2. Independent reading.
Over a City Bridge, pages 136–42.
On We Go, pages 234–42.
3. Other suggested activities. If Sight Vocabulary Cards are available, use cards 2–13 as flash cards.

UNIT 4I

The Alarm Spreads (pages 201-4)

New Vocabulary

alarm search

Initial Procedure

Initial preparation. (Have the following on the board.)

1. What was the first piece of news Mr. Wells told Mother?
2. What was the next piece of news?
3. How did this piece of news make Mother feel better?
4. Why didn't Mr. and Mrs. Sanders go home with Mother?

reply cry stir smooth glass end

It had to be this morning of all mornings.

Introducing new words and meanings. If a fire breaks out, we send in the fire—(Write *alarm*, then *a'alarm*.) How do you feel when you feel—(add *ed*)? To hunt for something is to search for it. (Write *search*.) Take a good eye picture of—(Underline *ear*; erase word; then have it rewritten.)

Vocabulary review. Add the suffix *y* to the word *glass* to make it mean like glass. (Continue with formation of *replied*, *cried*, *stirring*, *smoothness*, *endless*.)

Write the word *read*; change it to *spread*. Remember to use these letters (indicate *ea*) and write *breath*.

Silent Reading

Contents page. *Locating information; Drawing inferences.* Be ready to explain what you think the title means.

Pages 201-4. *Gathering information.* Read the entire story; then be ready to answer each question on the board. (How many pupils complete the story in 5 minutes?)

Sentence meaning. What do you think Fisherman Jack meant when he said—(indicate sentence on board)?

Oral Reading

Associational reading. Open to page 78 in your Workbook. (Have each question read aloud and discussed before it is answered.)

Audience reading. (Assign the nine stories in the two Brittany units to nine pupils and proceed in usual way.)

Vocabulary Enrichment and Extension

Synonymous meanings. How many words can you think of which mean *alarmed*? *Search*?

Word Recognition Techniques

Irregular verbs. (Use techniques developed in previous units with *begin, began, begun; give, gave, have given.*)

Integrating reading, writing, and spelling (*ea, ear*). These two vowels (write *ea*) help you with so many words. Use them and write *head*. (Continue with *read, bread, spread, breath, heavy, instead*, etc.)

Use these letters (write *ear*) and write *search*. (Continue with *learn, earn, early, earth, heard*.)

Supplementary Activities

1. **Tests.** Before beginning the next unit, give the informal tests on pages 80, 81, 82 of the Workbook. A score of 1 is given for each item marked correctly. Use a separate period or periods for the tests. Be sure directions are understood, but give no further help. Use these tests as a diagnostic measure of the growth in independent reading power of your group. Pupils should make a score of at least 9 on page 80, 3 on page 81, and 18 on page 82. If scores are lower, CHECK YOUR TEACHING WITH THE GUIDE-BOOK PLANS.
2. **Diagnostic spelling test.** Use the phonetic words from absorption unit as a diagnostic spelling test (see pages 343-44.)

UNIT 42

The City of Bells (pages 206-9)

New Vocabulary

beats dies hang lies narrow oranges southern Spanish

Initial Procedure

Initial preparation. (Have the following on the board.)

organ	quiet	fastened	sure
music	heavy	gentleman	toss
direction	break	enjoy	blouses

trot Reach tinkle play slow still silver

Introducing new words and meanings. If you live in—(write *Spain*), the house you live in will be a—(write *Spanish*, then *Spān'ish*) house. If you live down—(write *south*), you will live in a southern (write *southern*, then *south'ern*) house. You see the word—(indicate *south*) in this longer word, but the word is pronounced —. Sometimes streets are—(write *wide*), but sometimes they are—(Write *narrow*, then *nār'row*.) The juice we often have for breakfast comes from an—(Write *orange*, then *ōr'ange*.) Now make the word *orange* say *oranges*.

Write the word *ring*. Change the vowel and make it say *rang*. Make the word say *hang*. What vowel do you hear in the word *die*? What vowel will you put on the end? Write *die*. Now write the word *lie*. Add *s* to each word and tell what it says then. Which of these vowel pairs (write *oa*, *ea*) will you use to write *beat*, meaning to beat a drum? Write the word.

Phrase meaning. A sea with land almost all the way around it (draw a quick sketch) is called—(Write *an inland sea*.) Sometimes we use paint on our basement walls. Sometimes we use a—(Write *wash*.) A wash is something like a very thin paint. On the walls of our basements we often use a white color which is called—(Write *whitewash*.) Sometimes we cover the bricks of our houses with this, and we call the houses—(Write *whitewashed houses*.)

Vocabulary review. Add the suffix *y* to the word *silver* to make the word mean like silver. (Continue using words in last row on board to form *stillness*, *slowly*, *playful*, *tinkling*, *Reaching*, *trotting*.)

Read and erase the word which tells something you often hear in church. (Continue until all other words are erased.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* The next unit will take us to —. Why might a city be called by the title of the first story?

Unit title page. *Verifying and gathering information.* Turn back to page 5. Read the last two paragraphs. Check with the picture on page 205. Does Spain look like a sunny country? Are there signs of music and dancing? Are the streets—(indicate *wide*) or—(indicate *narrow*)? In what way do they remind you of Brittany? How do the roofs differ from those in England and Brittany? Can you locate any place from which might come the music of bells?

Pages 206–7. *Gathering information from pictures.* The top of a map represents the direction north. Then the bottom of a map represents the direction —. If you traveled from Brittany to Spain, you would travel —. That part of Spain which is farthest south is called southern (indicate *southern*) Spain. Put your finger on southern Spain.

Look carefully at the picture on page 207. Can you find any other reasons why the city is called the City of Bells? Why do people have herds of goats? Can you find any—(indicate *oranges*)? The animals which are carrying them are —.

Specific details. These two pages tell you many things you might —(write *See*) and—(write *Hear*) in the City of Bells. Read both pages; then help me make a list under each heading.

Pages 208–9. *Gathering information from pictures.* Can you discover any other reason for the story title? (Recall the fact that the city is near an inland sea.) What may the man carry in his baskets? What may be cooking in the iron pot?

Specific details. Read these pages and help us add to our lists. Find also how the City of Bells might make you—(Write *Feel*.)

Oral Reading

Verifying information. (Have each sentence on page 84 of the Workbook read aloud and have pupils decide whether it is true or not, but do not have sentences marked at this time. If a sentence is true, have the text which proves that it is true read also. Direct atten-

tion to the fact that nothing in the text proves that numbers 5 or 10 are true, but the presence of the goat herd proved that number 5 is true; the word *inland*, that number 10 is true.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word (write *lie*) and make it mean something which is not true. Something you do when you are tired! (Continue with *die*, meaning to be dead; to die out, as a fire; to die away, as a sound; *beat* meaning to strike; to win; to throb; to beat down, as the sun; a policeman's beat.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for short vowels; Vowel rules in accented syllables. A pail with nothing in it is—(Write *empty*.) Write the word by syllables and put in the accent. Now mark the vowel in the accented syllable. Where does the vowel come? (Repeat with *angry*, *under*, *interest*, *onto*, each time directing attention to the fact that the vowel is at the beginning of the accented syllable and has its short sound.)

Integrating reading, writing, and spelling (syllables *ten*, *ble*). This word says—(Write *tumble*, then *tŭm'ble*.) Listen as you say the last syllable. Do you notice that you hear only these two letters (indicate *bl*), but the syllable is spelled —. (Erase and have *tumble* rewritten. Continue with *table*, *stumble*, *crumble*, *nimble*.)

In the word—(write *listen*, then *lĭs'ten*) how many sounds do you hear in the last syllable? How is the syllable spelled? (Erase and have *listen* rewritten. Continue with *fasten*, *often*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 83, 84. (Have sentences on page 84 marked at this time.)
2. **Other suggested activities.** Continue the mural or the book of travel pictures.
3. **Textfilm.** See Textfilm manual.

UNIT 43

The Song of the Tree (pages 210-14)

New Vocabulary

comforting	heart	lilting	sunrise	trade
east	instrument	Manuel	tools	twittering
guitars	Jose	sharp		

Initial Procedure

Initial preparation. (Have the following on the board.)

attention	break	hop	excite	dream	surprise
sighed	listen	delight	make	happy	sleep
among	splendid	excite	make	rose	flap

Introducing new words and meanings. Prove that you know what vowels to use and write *trade*. A carpenter learns the carpenter — (Indicate *trade* and discuss this meaning of the word.) In the word *rise*, *s* has its *z* sound. Write *rise*; change it to *sunrise*. Where in the sky do you look for the sunrise? Use these vowels (write *ea*) and write *east*. Use one of these parts (write *ar*, *oo*) and write *sharp*. Use the other part and write *tools*.

When you are hurt or sick, Mother tries to — (write *comfort*, then *com'fort*) you. The first syllable sounds like the word *come*, and the word is —. Everything Mother does is very — (Add *ing* to both forms of the word.) Sometimes birds do not sing. They just — (Write *twitter*, then *twit'ter*.) In the early morning you can hear them — (Add *ing* to both forms.)

Pianos, violins, and drums are all musical — (Write *instruments*, then *in'struments*.) What other musical — (indicate *instruments*) do you know? These instruments (show picture on page 236 or a real guitar if possible), which look very much like violins, are guitars. (Write *guitars* and have the word repeated several times.) A gay, quick tune played on an instrument is called a — (write *lilting*, then *lilt'ing*) tune. The *e* in this word is silent. (Write *heart*.) Watch for the part you know, and it will tell you that the word is —. Check the meaning of — (indicate *comforting* and *lilting*) with the glossary. An unimportant side road is sometimes called a — (Write *byway*, then *by'way*, marking the first *y* long.)

One new character in today's story is Jose (hō sā'), and his name looks like this. (Write *Jose*.) The other is *Manuel* (mǎn ū ěl'), and his name looks this way. (Write *Manuel*.)

Vocabulary review. Add the suffix *y* to the word *rose* to make the word mean like a rose. (Continue with *hopped*, *delightful*, *delightfully*, *excitement*, *exciting*, *maker*, *making*, *dreamy*, *happiness*, *surprising*, *sleepy*, *flapping*.)

Read and erase the word which means to crack. (Continue until all words in the first two columns have been erased.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 210. *Locating and gathering information.* Read the page very carefully. Then open to page 85 in your Workbook. Be ready to answer the first three questions orally.

Sentence meanings. (Have the sentences in paragraph 3 read separately. Discuss thoroughly the meaning of each.)

Skimming. Two kinds of people should be goatherds. Skim paragraph 2. Who are they?

Page 211. *Locating and gathering information.* Read this page carefully. Be ready to answer question 6 orally.

Skimming. Skim paragraph 2 and find the word which tells how Jose got out of the house. Skim paragraph 4 and be ready to read the sentence which shows what time it was. Skim paragraph 1 to find two kinds of tunes which may come from a guitar.

Page 212. *Locating and gathering information.* On this page Jose has a daydream. Find out what he was dreaming about and be ready to answer questions 4 and 5.

Skimming. Skim paragraph 2 and find the sentence which proves that Manuel was a famous, or noted, guitar maker.

Page 213. *Specific detail.* Read just the first paragraph and find out what Jose could—(Write *See Hear Smell*.)

Gathering information. The things you hope to do are your ambitions. Finish the page. What did Jose hope to do?

Page 214. *Locating and gathering information.* Read just the first paragraph. Be ready to answer question 7. Finish the page and be ready with answers to questions 8 and 9.

Specific detail. The song sounded like three different things. Re-read paragraph 2 and find out what they were.

Oral Reading

Marks of punctuation. (Have each pupil choose a different paragraph, tell what marks of punctuation he finds, and then show by the way he reads what the punctuation marks mean.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word (write *rose*) and make it mean a flower. The song Jose heard—(write *rose and fell*) softly. What does *rose* mean in that sentence? Use the word and tell about someone who got up from a chair. About an airplane starting off! (Continue with *trade*, meaning to exchange, a kind of business.)

Word Recognition Techniques

Irregular verbs. (Use techniques suggested in previous units with *break, broke, broken; mean, meant; sleep, slept*.)

Integrating reading, writing, and spelling (syllables *tion, ten, ble*). (Use techniques from previous unit and review the writing of *listen, fasten, often, table, tumble, stumble*.)

In the word—(write *station*, then *stā'tion*) the last syllable is pronounced —. What does it say in this word? (Write *direction*, then *attention*.) How is the last syllable spelled? (Erase and have each word rewritten.) Use what you know and get these words. (Write *motion, nation, action*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 85 (have answers written), 86, 87. On page 86 supervise the writing of the two phrases for page 210.
2. **Independent reading.**
Over a City Bridge, pages 143-54.
On We Go, pages 244-45.
3. **Other suggested activities.** If Sight Vocabulary Cards are available, use cards 44-54 as flash cards.

UNIT 44

In the Shop of Manuel (pages 215-19)

New Vocabulary

beg	finished	hidden	melody	pluck	sunshine
different	glue	Juan	Pedro	strings	sweet-smelling

Initial Procedure

Initial preparation. (Have the following on the board.)

lilting	workmen	begin	mean
guitar	newcomer	shelf	glad
heart	gluepots	happy	care
instrument	fairylike	move	dream

Introducing new words and meanings. Write *beg*. (Repeat with *shine*, *sunshine*, *luck*, *pluck*, *ring*, *string*.) What do you do when you pluck flowers? What do we do when we—(write *pluck the strings*) of a guitar? (If a real guitar is not available, have pupils identify strings in the picture on page 236 and note that Jose is plucking the strings on page 221.) Two *e*'s often come right together in a word. Remember that and write *sweet*. Write *smell*; there will be two *l*'s on the end. The wood from which guitars is made is often—(Write *sweet-smelling*.)

When you are through with your work, you have—(Write *finished*, then *fīn'ished*.) When something is covered up, it is—(Write *hidden*, then *hīd'den*.) When things do not look alike, they are—(Write *different*, then *dīf'fer ent*.) Another name for a tune is a—(Write *melody*, then *mēl'ody*.) Sometimes we use paste to fasten things together. Sometimes we use—(Write *glue*. Have *different*, *finished*, *melody*, and *pluck* checked with glossary.)

Juan (hwän) and Pedro (pā'drō) are two new characters in today's story, and their names look like this. (Write *Juan* and *Pedro*.)

Vocabulary review. Add the prefix *un* to *happy*. Tell what the prefix makes the word mean. (Continue with formation of *beginning*, *shelves*, *moving*, *meanness*, *gladly*, *careful*, *carefully*, *dreamy*.)

Read and erase one compound word; then use it in a sentence. (Continue with rest of words in column 2.) Read and erase the word

which means gay and lively. (Continue with the rest of the words in column 1.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 215. *Gathering information.* This morning Jose starts learning the trade of guitar maker. But he makes a bad beginning. Read until you know why. The other workmen call him names and choose some jobs for him to do. Read until you know the names they call him and the jobs he is to do.

Exercising judgment. Do the names fit Jose? Why or why not?

Specific detail. If you read carefully enough, you can find six things you might have seen if you had been in Manuel's shop. Finish the page and be ready to help me list the six things.

Page 216. *Picture interpretation.* Which of his two jobs is Jose doing? What are the two other workmen busy doing?

Gathering information. Read until you know how Jose felt after a few days. Finish the page and find out two good reasons why Juan and Pedro hated him. What other names do they call him?

Phrase meaning. What do you think is meant when the story says that Manuel's shop was—(write a *place of lights and shadows*)?

Page 217. *Gathering information.* Read the first paragraph and find two good reasons why Manuel did not find out how mean his other workmen were. Finish the page. Why didn't Jose run away?

Phrase meaning. Reread the last paragraph and be ready to prove that when Manuel made a guitar, no one worked upon it but himself.

Page 218. *Organizing events in sequence.* Read this page very carefully; then open to page 88 in your Workbook. (Indicate last section of page and have pupils number the sentences in correct order. Using the sentences as a guide, have the story retold.)

Specific detail. Sometimes the music Manuel played had words to go with it. Reread the last paragraph and find out how the song sounded. Sometimes there was just music without words. Then how did the melody sound?

Page 219. *Gathering information.* Read until you know how each guitar made by Manuel differed from all the others. Find out what happened each time Manuel played a new tune. Finish the page and find out what the master said about the guitars of Juan and Pedro. (Discuss the meaning of paragraph 6.)

Oral Reading

Marks of punctuation. (Use techniques from previous unit.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). When you get hurt and do not cry, we say you have a great deal of—(Write *pluck*.) What do we mean by that? Use the word and tell what a guitar player does. What you may do in the garden! (Continue with *fair*: to play fair, a country fair, fair-haired, passably good, etc.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for short vowels; Vowel rules in accented syllables. This word says—(Write *uncle*.) Write the word by syllables and put in the accent. Now mark the vowel in the accented syllable. Where does the vowel come? A vowel at the beginning of an accented syllable often has its _____ sound. (Continue with *every, instrument, apple*.)

Integrating reading, writing, and spelling (syllables *tion, ten, ble*.) Use the syllable you need (write *ten, tion, ble*) and write *station*. (Continue with *attention, often, listen, tumble, stumble*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 88, 89.
2. Independent reading.

Over a City Bridge, pages 155–66. (Give help with *hour*, page 165.)
Streets and Roads (Scott, Foresman and Company), pages 6–22.
(Give help with *hurrah*, page 10.)

UNIT 45

A Song for a Guitar (pages 220-23)

Initial Procedure

Initial preparation. (Have the following on the board.)

_____ Jose takes the guitar to a dark corner of the shop.

_____ Manuel, Juan, and Pedro go to church.

_____ Jose stays to work in the shop.

_____ Jose discovers the master's guitar.

_____ Instead of being angry, the master is pleased.

_____ Jose makes up a song for the master's guitar.

_____ Jose sings the song again as the master plays.

_____ Manuel discovers Jose playing his guitar.

festival mischief valley

above foolish among

dare angry heart

laugh thought

whistle strange

begin wild

Vocabulary review. Write *pipe*. You know about the pipes men smoke. Turn to page 237 and see if you can find a different kind of pipe. What is the goatherd doing and why? We use this (write *key*) to open a door. I hope the goatherd is playing on the right key. What do I mean by that?

Add the suffix *less* to the word *thought* and tell us what the suffix makes the word mean. (Continue with *laughingly*, *whistling*, *beginning*, *strangely*, *wilder*.)

Read and erase the word which means a low place between hills. (Continue in a similar way with each word in columns 1-3.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Be ready to tell who the guitar player may be.

Pages 220-21. *Gathering information from pictures; Drawing inferences.* Whose guitars were put on the bench under the window? What mischievous thing does Jose seem to be doing?

Organizing and verifying information. Read all but the last paragraph on page 221. Then number the first four sentences on the board in the correct order. (Have story retold.)

Gathering information; Phrase meaning. In the last paragraph on page 221, Jose is having a daydream. Find out where he thinks he is and what happens. The mischief of early morning was in the goats' feet. What does that mean?

Pages 222–23. *Specific detail.* Can you find Jose's song? The song changes three times. Read until you find out how it sounds at first, how it sounds after that, and how it ends. Be ready to read the song aloud.

Organizing events in sequence. Finish the story and be ready to number the next four sentences. (Proceed in the usual way.)

Exercising judgment. Reread paragraph 3 on page 223. Decide which was better, Jose's song or the way he played the guitar. Reread paragraph 4 and decide why the song sounded better when Jose sang it over. Reread paragraph 5 and find out when Jose will really be a good guitar player.

Oral Reading

Marks of punctuation. (Use procedures from previous units.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word (write *string*) and tell us what you might use to tie a bundle. What you might do to play a guitar! What you sometimes see men do to telephone wires! (Continue with *pipe*: an iron pipe, a pipe to smoke, a musical instrument; *key*: tone, something used with a lock, etc.)

Word Recognition Techniques

Irregular verbs. (Use techniques from previous units with *go, went, have gone; see, saw, have seen; take, took, have taken.*)

Integrating reading, writing, and spelling (visual perception of difficult words). This word says—(Write *great* then *break*; erase and have words rewritten.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 90, 91.
2. Independent reading.

Over a City Bridge, pages 169–80.

Streets and Roads, pages 23–37. (Give help with *either*, page 35.)

3. Other suggested activities. If Sight Vocabulary Cards are available, use cards 57–67 as flash cards.

UNIT 46

At Work in the Old Shop (pages 224-27)

New Vocabulary

became	disappear	hummed	part	size
cut	fit	load	secret	

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ Jose finally remembers where he heard the tune.
- _____ Jose hums a tune while he works at Manuel's bench.
- _____ Manuel tells Jose when he will really be an instrument maker.
- _____ Jose tells Manuel the story of "The Song of the Tree."
- _____ Manuel asks Jose what the melody is.

angry	interesting	mingle	watch	is not just so
heavy	forever	listen	try	hatch up mischief
tiresome	nevertheless	heart	make	for the most part

Introducing new words and meanings. Write *cut*. (Repeat with *came*, *became*, *fit*, *hum*.) Notice how *fit* and *hum* end. Change the words to say *fitted* and *hummed*. Remember what part to use and write *part*. Use these vowels (write *oa*) and write *load*. This word says—(Write *size*.) Use it and tell us about your shoes.

Something you do not tell is a—(Write *secret*, then *sē'cret*.) When you look up at the sky, an airplane may suddenly—(Write *appear*, then *ap'pear'*.) Before long it may—(Write *disappear*, then *dis'ap'pear*.) Check *disappear* and *secret* with the glossary.

Vocabulary review. Add the suffix *ful* to the word *watch*. (Continue with words in fourth column on board for formation of *tried*, *making*.)

Read and erase the word which means to mix. (Continue in a similar way with all words in the first three columns.)

Silent Reading

Contents page. *Locating information*. (Use in usual way.)

Pages 224-25. *Drawing inferences from pictures*. The moment you look at the picture what do you think has happened? What do you think Juan and Pedro are doing? We might say that they are trying to—(Indicate *hatch up mischief*.) What does that mean?

Gathering information. Manuel begins to take an interest in Jose. What does that mean? Read the first paragraph and see what Manuel does to show that he is interested.

Exercising judgment. Would it be easy to work at the master's bench? Why not? If you really wanted to be an instrument maker, would that be a good place to work? Why?

Gathering information. Jose learns three important things about guitar making. Finish page 224 and find out what they are.

Phrase meaning. When something—(indicate phrase 1), it is —.

Exercising judgment. Read the first paragraph on page 225. Find out how Manuel treats Jose and then decide whether that shows that Manuel likes or dislikes Jose.

Gathering information. Finish the page. Find out what Juan and Pedro do to hatch up mischief. What kind of workmen are they?

Pages 226–27. *Gathering information.* Read the first paragraph. What happened when Jose and Manuel worked at the bench together? What happened when Manuel sang a song for a new guitar?

Phrase meaning. What does it mean when we say the days were pleasant—(indicate phrase 3)?

Gathering and verifying information. Read the next paragraph. Prove that it takes a long time to make a good guitar.

Organizing events in sequence. Finish the story and be ready to number the sentences on the board in the order in which things happened in the story. (Have story retold in usual way.)

Predicting outcomes. Manuel tells Jose that someday he will do two things. Who will read paragraph 4 on page 227 so that we may hear what the two things are? Now read the last paragraph. Have you any idea what the secret may be?

Oral Reading

Main paragraph ideas. Open your Workbooks to page 92. The first one to find the paragraph which goes with the first main idea may read that paragraph aloud. (Proceed in similar manner with other main ideas, but do not have numbers added at this time.)

Vocabulary Enrichment and Extension

Descriptive words; Skimming. Skim page 224. Find the word which tells what kind of eye the master had. What kind of donkey a poor guitar sounds like! (Continue in similar way.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long vowels; Vowel rules in accented syllables. Write this word (write *notice*) by syllables and put in the accent. Now mark the vowel in the accented syllable. A vowel on the end of an accented syllable often has its _____ sound. Write this word (write *became*) by syllables and put in the accent. Mark the first vowel in the accented syllable. When there are two vowels in an accented syllable, the first vowel often has its _____ sound and the second vowel is —.

Integrating reading, writing, and spelling (syllable *tle*). This word says—(Write *whistle*, then *whis'tle*.) Listen as you say the last syllable. What sound do you hear? What two letters are silent? But how is the syllable spelled? (Repeat with *battle*, *cattle*, *castle*; erase and have words rewritten.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 92.
2. Independent reading.

Over a City Bridge, pages 182–94. (Give help with *young*, page 187.)

Streets and Roads, pages 38–49.

UNIT 47

A Song and a Guitar (pages 228-33)

New Vocabulary

Antonio choose knife Madrid sailors stretch

Initial Procedure

Initial preparation. (Have the following on the board.)

1. What did Juan and Pedro think was the most important thing about a prize guitar?
2. What was Manuel's secret?
3. What do you think Jose's secret was?
4. What song did Antonio sing to Pedro's guitar?
5. What song did he sing to Juan's guitar?

try each in turn	fell to work with a will	a knowing smile
festival	chance	continue
music	search	island
prize	bridge	worse
		breath
		take
		try
		angry
		make
		fine
		scrape
		fit
		beg

Introducing new words and meanings. This word says—(Write *sail*.) But the man who sails a boat is a—(Complete *sailor*.) What do you know about words which start this way? (Write *knife*, underlining *kn*.) The word is —. Change the word to *knives*. When you reach as high as you can, you—(write *stretch*) your arms. Listen as I say *stretch*. Which letter is silent? Don't forget to put in the silent letter. (Erase and have word rewritten.) Use this part (write *oo*) and write *choose*. You will need an *e* on the end of the word. Check *choose* with the glossary.

An important city in Spain is Madrid. (Write *Madrid*; then write *Madrid'*.) A new character in today's story is Antonio. (Write *Antonio*, then *An tō'ni o*.)

Vocabulary review. To get to Concarneau you had to cross a —(Write *bridge*.) A guitar also has a—(Indicate *bridge*; then show the bridge on a real guitar if possible; otherwise use picture on page 236 and discuss purpose of bridge.)

Find the word *scrape*. Make it say *scraping*. (Continue with last three columns on board: *making*, *player*, *taking*, *finest*, *fitted*, *tried*, *begged*.)

Read and erase the word which means land with water all around it. (Continue in a similar way with other words.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Recall what we thought might be the great idea and the great secret which grew in Jose's heart. Then after you read the title, be ready to tell what you think may happen.

Page 228. *Gathering information; Exercising judgment.* Read the page carefully. Then open to page 95 in your Workbook, read the directions, and answer the first two questions. (Discuss answers thoroughly.)

Phrase meaning. What will Antonio do when he will—(indicate *try each in turn*)?

Page 229. *Gathering information.* Read until you can answer question 1 on the board, question 3 in your Workbook.

Phrase meaning. What did the boys do when they—(indicate *fell to work with a will*)?

Page 230. *Gathering information; Exercising judgment.* Read until you know the answers to questions 2 and 3 on the board.

Page 231. (Use similar procedure with questions 4 and 5.)

Phrase meaning. What kind of smile do you think—(indicate *a knowing smile*) is? What happened to make Pedro smile that way?

Page 232. *Gathering information.* Read until you can answer question 4 on your Workbook page.

Page 233. *Verifying inferences.* Read to be able to prove that we were right about Jose's secret.

Predicting outcomes. Now what do you think will happen?

Oral Reading

Main paragraph ideas. One paragraph tells about *the master's plan for his workmen*. The first one to find it may read it. (Continue with *what Antonio thought of the plan*, etc.)

Vocabulary Enrichment and Extension

Skimming; Descriptive words. Juan and Pedro call Jose many names. Skim page 215 for two names, and I will list them. (Continue with pages 216, 225. Have pupils suggest words which tell what kind of people Juan and Pedro are, being sure that such descriptive words as *hard-working*, *ambitious*, etc., are included.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for short vowels; Vowel rules in accented syllables. Write the word—(write *festival*) by syllables and put in the accent. Mark the vowel in the accented syllable. One vowel in the middle of an accented syllable often has its _____ sound. (Repeat with *instrument*.) One vowel at the beginning of an accented syllable often has its _____ sound. (Continue with *continue, endless, animal, window*.)

Integrating reading, writing, and spelling (*kn, wr*). Use the beginning you need (write *kn, wr*) and write *knife*. (Continue with *knives, know, knew, knee, write, wrong, wrote*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 93.

2. Independent reading.

Over a City Bridge, pages 195–203. (Give help with *office*, page 197; *machine*, page 202.)

Streets and Roads, pages 50–56. (Give help with *wearing*, page 51.)

3. Other suggested activities. If Sight Vocabulary Cards are available, use cards 41–45 as flash cards.

UNIT 48

A Song and a Guitar (*cont.*, pages 234–36)

New Vocabulary

forward guide handled won

Initial Procedure

Initial preparation. (Have the following on the board.)

It may well win the prize.

Without the song, it is nothing.

astonished	mingled	splendid	step	reply	friendly
suddenly	excitement	heart	slap	kind	turn
melody	replied		wise	glad	

Introducing new words and meanings. When you take something in your hand, you—(write *handle*, then *hă'n'dle*) it. When you walk ahead, you walk—(Write *forward*, then *for'ward*.) This word

says—(Write *one*.) This word also says *won*. (Write *won*.) We use this new word when we talk about a race we —. Often when a word begins with these two letters (write *gu*) the *u* is silent. Remember that, and you know that someone who shows you the way to go is a— (Write *guide*.) Check the meaning with your glossary.

Vocabulary review. Find the word *turn* on the board. Add the prefix *re* to the word; then tell what the prefix makes the word mean. (Continue with *kindly*, *gladness*, *friendliness*.)

Make *step* say *stepped*. (Continue with *slapped*, *wisest*, *replied*.)

Read and erase the word which means a tune. (Continue in a similar way with each word in columns 1–3.)

Silent Reading

Page 234. *Gathering information.* Manuel and Antonio were surprised when Jose returned with the guitar. But Jose gets an even greater surprise. Read until you know what the surprise is.

Phrase meaning. What did Antonio mean when he said these two things about Jose's guitar? (Indicate the two sentences on board.)

Page 235. *Gathering information; Exercising judgment.* Sometimes we have to think answers out for ourselves with the story to help us. Read just the first paragraph on page 235. Then choose the right answers to question 5 on page 95 of your Workbook. (Take time to discuss why 1 and 3 are the correct answers.)

Finish the page. Then be ready with the right answers for question 6. (Discuss why sentences 2–5 are all correct.)

Page 236. *Gathering information; Exercising judgment.* Juan and Pedro are not as mean as we thought they were. Read until you find out why. Manuel has a little joke. Find out what it is. Now finish the page. If you were to go to Spain today, what might happen?

Oral Reading

Marks of punctuation. (Use techniques from previous units. Explain the use of quotation marks to set off titles.)

Audience reading. (Assign the six stories in the unit to six pupils who need help in oral reading. Proceed in usual way.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). Read these two words. (Write *one*, *won*.) Draw a line under the word which means a number. What

does the other word mean? Read and erase one of the words and use it correctly in a sentence. Rewrite the word.

Word Recognition Techniques

Irregular verbs. (Use techniques from previous units with *win, won, have won; hear, heard, have heard; choose, chose, have chosen.*)

Integrating reading, writing, and spelling (*gu*). Often when a word starts this way (write *gu*), the *u* is —. Use what you know to help you get—(Write *guëss, guïde, guëst, guard, guïlt, guilty, guitar*; then erase and have words rewritten.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 94, 96.

2. Independent reading.

Over a City Bridge, pages 204–16.

Streets and Roads, pages 58–67. (Give help with *wasps*, page 60.)

UNIT 49

Little Dogs (pages 238–42)

New Vocabulary

adios	Carlos	harbor	Madre's
bare	coffee	lips	Rosita

Initial Procedure

Initial preparation. (Have the following on the board.)

A small slip of a boy	cocked his head
The good day begins!	blow trouble away
like rain from the sky	like leaves before the east wind
A black thought	Be off with you.
thoughts can fly	not his lips alone
for the coming year	
Little dogs are _____ of _____.	

sweet merry foolish thought hurry happy

Introducing new words and meanings. Write *lips*; use the word in a sentence. This word says—(Write *care*.) Make it say *bare*. Have you ever walked on—(write *your bare toes*)? For breakfast Mother

and Father drink—(Write *coffee*, then *cof'fee*.) This word says—(Write *harbor*, then *har'bor*.) Check with your glossary to find out what a harbor is.

The Spanish word for good-by is *adios* (ädyōs'), and it looks like this. (Write *adios*, have it read several times; repeat with *Madre* (mä'drā), Mother; *Carlos* (kär'lōs), the boy in today's story; *Rosita* (rō zē'tä), the name of the best goat of all.)

Phrase and sentence meaning. I see a sentence on the board which tells me another way to say that *this is going to be a nice day*. Who can find and read the sentence? The one that says *Get away from here!* The phrase which means *the next year*. *A horrible idea!* *Turned his head on one side!* *A little bit of a boy!* *I can think about faraway places even when I sit still!* *I can make you forget your bad fortune!*

I dropped some seeds from my window. Find and read the phrase which tells how the seeds fell. The wind blew my hat away. Find and read the phrase which tells how my hat rolled along. When John came into the room, his eyes were shining. So it was not only what he said that made me know how excited he was. Find and read the phrase which means *not only what he said*.

Vocabulary review. Add the suffix *est* to *sweet*; then tell us what the suffix makes the word mean. (Continue with *merrily*, *thoughtless*, *foolishness*, *happiness*, *hurried*.)

Silent and Oral Reading

Contents page. *Locating information; Drawing inferences.* The title of the next unit is —. Have you any idea why the title is just the birthday *candle*? From the title what do you think the first story will be about?

Page 238. *Gathering information from pictures; Drawing inferences.* Can you identify—(indicate *Carlos*)? From the picture what would you judge his daily job was?

Locating and gathering information. Read so carefully that you can finish the unfinished sentence on the board and answer questions (write 5–9) on page 97 of your Workbook. (Have the text which proves the answer is correct read aloud.)

Page 239. *Specific detail. Dramatization.* It is—(indicate phrase *not his lips alone*) which tell how Carlos feels. Read the first paragraph and find three things he does to show how he feels. (Have one

pupil read the paragraph aloud while another pantomimes the action. Repeat with paragraphs 2-3.)

Locating and gathering information. Finish the page. (Use techniques from page 238 with question 10 on Workbook page.)

Pages 240-41. *Locating and gathering information.* (Use techniques from page 238 with questions 1-4 on Workbook page.)

Page 242. *Gathering information; Exercising judgment.* Why was it a good idea to sell milk to sailors? Read to find out.

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word (write *slip*) to tell what you do on the ice. About something girls and women wear! Make it mean a bit of paper. The piece of a plant which we cut off and plant! Use the word in the way it was used in today's story. (Continue with *dogs*, meaning animals, pieces of money; *cock*, meaning a rooster, to turn to one side.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules in accented syllables. (Have the following words written by syllables; have the accent mark added and the vowel sound in the accented syllable marked long or short. Call attention to the reason why the vowel is short or long: *handle*, *sailor*, *secret*, *interest*, *ripple*, *preacher*, *reply*, *orange*.)

Integrating reading, writing, and spelling. This word says— (Write *harbor*, then *doctor*, *sailor*, *visitor*.) What do you notice about the way each word ends? (Have each word written by syllables; have all words erased and then rewritten without help.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 97. Have answers written in at this time.
2. **Independent reading.**
Over a City Bridge, pages 218-30. (Give help with *exclaimed*, page 225.)
Streets and Roads, pages 68-76. (Give help with *fierce*, page 68; *giraffes*, page 69.)
3. **Other suggested activities.** If Sight Vocabulary Cards are available, use cards 2-13 as flash cards.

UNIT 50

Little Dogs (*cont.*, pages 243-46)

New Vocabulary

confusion	doubt	sight
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Initial Procedure

Initial preparation. (Have the following on the board.)

cannot tell that the sun is shining	Try as he might			
for the most part	set to work			
without a doubt	began to die away			
direction	quite	finish	tinkle	trot
quick	alive	frightened	up	stop
quiet	already	angry	go	forgot

Introducing new words and meanings. This word says—(Write *light*.) Make it say *sight*. What do you do when you go—(write *out of sight*)? If everyone in this room were to run around, there would be great—(Write *confusion*, then *confu'sion*.) Check with the glossary to find out what that means. Before many minutes I would ask you to please quiet down. There is no—(write *doubt*, underlining *ou*) about that. The *b* is silent, and the word says —. Check with the glossary to find out what *doubt* means.

Phrase meaning. Find and read the phrase on the board which means that someone does not know enough to get up in the morning. The phrase which means *there is no question about that*. Try as *hard as he could*! Got to work! A short while ago I heard some music. Then the sound grew softer and softer. Find and read the phrase which means *grew softer and softer*. In most cases, the movies we see are very good. Can you find and read the phrase which means *in most cases*?

Vocabulary review. Read and erase the word which means alarmed. (Continue with all other words in columns 1-3.)

Make the word *tinkle* say *tinkling*. (Continue with *upper*, *goes*, *trotted*, *stopped*, *forgotten*.)

Silent Reading

Pages 243-44. *Organizing events in sequence.* Read the two pages carefully; then number the sentences in the first group on page 98 of

your Workbook in correct order. (Have the story retold, letting numbered sentences serve as a guide.)

Associational reading; Exercising judgment. What did Carlos do which his grandfather warned him not to do? What may happen on that account? What happens to you when you are late and try to hurry? When someone talks to you in a cross voice?

Pages 245–46. *Organizing events in sequence.* (Repeat techniques with the second group of sentences.)

Predicting outcomes. Two shopkeepers are without their morning's milk. Have you any idea how things will turn out?

Associational reading. Was Carlos to blame for what happened? Why didn't the other goatherds get into trouble? If you had been Carlos, how could you have prevented the accident?

Oral Reading

Organizing events in sequence. (Have the section of the story which goes with each of the first two groups of numbered sentences read aloud.)

Vocabulary Enrichment and Extension

Compound words. Tell me a word I can add to my word (write *door*) to make a compound word. (Continue with *shop{keeper}*, *goat{herd}*, *near{by}*, *tire{some}*, *work{men}*, *sun{rise}*, *sleepy{head}*, etc.; have each compound word read, erased, and used in a sentence.)

Word Recognition Techniques

Irregular verb. (Use usual techniques with *fly*, *flew*, *have flown*.)

Integrating reading, writing, and spelling (syllables *ten*, *tle*, *ble*, *tion*, *dle*). This word says—(Write *handle*.) Write it by syllables. What two letters do you hear in the last syllable? What letter is silent? But how is the syllable spelled? Write *bundle*. (Continue with *fiddle*, *riddle*, *middle*, calling attention to the fact that two letters are silent in the last syllable.)

Use the syllable you need (write *ten*, *tion*, *tle*, *ble*) and write *attention*. (Continue with *direction*, *often*, *whistle*, *tumble*.)

Supplementary Activity

Independent reading.

Over a City Bridge, pages 231–42.

Streets and Roads, pages 77–89.

UNIT 51

Little Dogs (*cont.*, pages 247-49)

New Vocabulary

fault	match	sad-looking	save
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Initial Procedure

Initial preparation. (Have the following on the board.)

as best you may	But it was no use			
no match for two angry shopkeepers	a small slip of a boy			
try as he would				
comforting	else	doubt	beg	cry
nothing	confusion	harbor	race	get

Introducing new words and meanings. In the word *because* this part says—(Write *au.*) Use what you know and write *fault*, meaning it is all your fault. Write *save*. *Sad!* Write *cat*. Change it to *catch*. Now change it to *match*.

Phrase meaning. Read the phrase on the board which means *the best way you can*. *A tiny boy!* *Try as hard as he could!* *But it did no good!* Carlos could not win in a quarrel with the shopkeepers. Read the phrase which means *could not win*.

Vocabulary review. Read and erase the word which means cheering. (Continue with words in the first three columns.)

Make *beg* say *begged*. (Continue with *racing*, *cried*, *getting*.)

Silent Reading

Pages 247-49. *Organizing events in sequence.* Finish the story; then number the sentences in group 3 on page 98 in your Workbook. Finish each sentence at the bottom of the page. (Have the story retold. Have completed sentences read aloud.)

Oral Reading

Marks of punctuation. (Use usual procedure.)

Vocabulary Enrichment and Extension

Hyphenated words. Tell me a word to add (write *sad*) to make a hyphenated word. (Continue with *dark*-{*haired*}, *dark*-{*eyed*}, *sweet*-{*smelling*}, *mischief*-{*maker*}, *gay*-{*colored*}, etc.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules in accented syllables. (Use techniques from Unit 49 with the following words: *continue, astonish, instrument, imagine, confusion, explain, arrive.*)

Integrating reading, writing, and spelling (*ear*). These letters (write *ear*) are found in so many words. Use them and write *earn*. (Continue with *early, earth, earlier, earliest, heard, learn, heart, search, tear.*)

Supplementary Activities

1. Independent reading.

Over a City Bridge, pages 243–47. (Give help with *decided*, page 246.)

Streets and Roads, pages 90–97.

2. Other suggested activities. If Sight Vocabulary Cards are available, use cards 36–38, 41–55 as flash cards.

UNIT 52

An Idea of One's Own (pages 250–53)

New Vocabulary

frolic popped

Initial Procedure

Initial preparation. (Have the following on the board.)

He was his grandfather all over again.

I will care for your goats in return.

I have a good mind to follow you.

I will keep my word.

notice	mischief	lilting	run
chatter	excitement	among	happy
ideas	ordinary	important	shine

Introducing new words and meanings. Write *pop*, meaning to jump up. Make the word say *popped*. When children dance around, we say they—(Write *frolic*, then *frö'l'ic*.) Check the meaning with your glossary.

Vocabulary review. Read and erase the word on the board which means talk. (Continue with columns 1-3.)

Make *run* say *running*. (Continue with *unhappy*, *shining*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* The title of the new story makes me think that Carlos may find a way out of his troubles. Why?

Page 250. *Picture interpretation.* How has Carlos changed from page 249? Have you any idea why he is calling his herd together?

Locating and gathering information. Read the page carefully; then read the directions on page 99 in your Workbook and do question number 1. (Do not have the answers to the question read at this time.)

Sentence meaning. What did people mean when they talked about Carlos and said—(indicate sentence 1 on board)?

Page 251. (Use the same procedure with questions 2-5.)

Page 252. (Use same procedure with questions 6-7.)

Sentence meaning. What did Carlos mean when he told Pedro—(indicate sentence 2)?

Page 253. (Use same procedure with question 8.)

Sentence meaning. What did Pedro mean when he said—(sentence 3)? What did Carlos mean when he said—(sentence 4)?

Oral Reading

Verifying information. (Have a pupil read question 1 on Workbook page and his answers; then have him read the text which proves his answers. Continue in similar manner.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word—(write *match*) in a sentence and make it mean something we use to make a fire. Use it to tell us that two caps are just alike. Use it to tell about two boys that are wrestling. Use it to tell that one boy is not as strong as the other.

Word Recognition Techniques

Irregular verbs. (Use techniques from previous units with the following words: *find, found, have found; feel, felt, have felt; meet, met have met.*)

Integrating reading, writing, and spelling (*qu, gu*). Use the beginning you need (write *qu, gu*) and write *quick*. (Continue with *guess, quite, quiet, guide, guitar, queer*.)

Supplementary Activities

1. Independent reading.

Over a City Bridge, pages 248–53.

Streets and Roads, pages 98–105. (Give help with *circle*, page 101.)

2. Other suggested activities. If Sight Vocabulary Cards are available, use cards 57–67, 69–70 as flash cards.

UNIT 53

Carlos, the Guide (pages 254–58)

New Vocabulary

act	bear	fortune	Leandro
amusing	board	kneeling	stage

Initial Procedure

Initial preparation. (Have the following on the board.)

on board ship	his face fell
laughed outright	could not bear it any longer
doubt pleasant	chuckled pop hid
wonder nowhere	disappointment country step
guide touched	continue smile hurry

Introducing new words and meanings. Use this beginning (write *kn*) and write *knee*. Change the word to *kneel*. To *kneeling*! Use these vowels (write *oa*) and write *board*. Use the word in a sentence. What sound will *g* have in—(write *stāge*) and why? The word is —. On a stage you—(Write *āct*.) What do you do when you—(indicate *act*)? When you are lucky, you are—(Write *fortunate*.) When you have good luck, you have good—(Write *fortune*, then *for'tune*.) This word says—(Write *bare*.) This word also says *bear*. (Write *bear*.) We use this word when we talk about the animal called a bear or when we say we cannot bear to miss a birthday party. Mother likes to have you entertain the baby. Another word for *entertain* is—(Write *amuse*, then *amūse'*.) The things you do are very—(Write *amusing*, then

a mūs'ing.) Check the meaning with the glossary. A new character in today's story is—(Write *Leandro*, then *Le añ'dro*.)

Phrase meaning. Find and read the phrase which means *his face looked sad*. (Have pupils illustrate a happy and a sad face to show how the facial muscles drop.) The phrase which means *I could not stand a toothache a minute longer*. *To laugh right out loud! Onto a ship!* (Explain to board.)

Vocabulary review. Read and erase the word which means question. (Continue with words in columns 1-3.)

Make the word *pop* say *popped*. (Continue with *countries*, *smiling*, *bidden*, *stepped*, *hurried*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Tell what the wise idea was which popped into the head of Carlos. What kind of people need a guide? Recall that a Spanish ship had just come into the harbor. Who might be on the ship? Then for whom might Carlos be a guide?

Page 254. *Verifying inferences; Picture interpretation.* Check your thinking. Were we right about the travelers?

Locating and gathering information. Read the page; then write the answers to questions 1 and 2 on page 100 in your Workbook.

Page 255. (Repeat techniques with questions 3, 4, 5.)

Page 256. (Repeat techniques with question 6.)

Page 257. (Repeat techniques with question 7.)

Page 258. (Repeat techniques with question 8.)

Predicting outcomes. Show by your faces how Carlos must have looked at the end of the story. But remember he can blow trouble away like —. What do you think will happen next?

Oral Reading

Verifying information. (Have some pupil read question 1 on Workbook page and his answer to it. Then have him read the text which proves the answer. Continue in similar way.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings; homonyms). When someone comes to—(write *board*) at your house, he comes to eat with you. (Explain derivation of word.) He is a—(Write *boarder*.) If more than

one person boards at your home, we may call the house a—(Write *boarding house*.) Use this word (indicate *board*) to tell what you use in making a house. What you do when you walk onto a ship! When you cover a broken window!

Use this word (write *bear*) to tell about something you saw in a zoo. To tell that you cannot stand the pain in your cut finger any longer! What does this word say? (Write *bare*.) Use it in a sentence and give it the right meaning.

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules for accented syllables. (Write the following words: *under, acting, kneeling, amuse, idea, notice, travel, hidden*. Use procedures from previous units.)

Integrating reading, writing, and spelling (*ough*). These letters (write *ough*) help you with several hard words. Use them and write the word *though*. (Repeat with *through, enough*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 101. Be sure pupils use the compound words in sequence.
2. **Independent reading.**
Streets and Roads, pages 106–12. (Give help with *son*, page 106.)
Finding New Neighbors (Ginn and Co.), pages 6–14. (Give help with *chocolate*, page 7.)
3. **Other suggested activities.** If Sight Vocabulary Cards are available, have a pupil who recognizes the words automatically, help a small group of pupils who are still having difficulty. Use cards 2–13, 15–21, 23–27.

UNIT 54

Carlos, the Guide (*cont.*, pages 259-65)

New Vocabulary

beauty	court	hours	large
built	cups	jar	sparkled

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ Carlos took a short cut to the church.
- _____ Carlos discovered that the travelers were going to the church.
- _____ Carlos followed the travelers to the market place.
- _____ The travelers enjoyed their breakfast coffee.
- _____ Carlos popped out from behind a pillar.
- _____ Carlos took a short cut to the artist's garden.
- _____ Again the travelers did not want a guide.
- _____ Carlos followed the travelers to the bell tower.
- _____ Carlos discovered where the travelers were going next.
- _____ Carlos hid in the jar.
- _____ Mr. Sanders discovered the singer and took a guide.
- _____ The travelers looked everywhere for the singer.
- _____ The travelers walked about the garden and heard singing.

rest dark bright troublemaker sidewalk footsteps
 still breath lovely troublesome candlelight courtyard

Introducing new words and meanings. Write *cup*. Remember what part to use and write *jar*. Something which is—(write *beautiful*) is full of—(Write *beauty*.) Take a good eye picture of these three letters. (Underline *eau* in each word; then erase and have words re-written.) What sound will *g* have in this word (write *large*) and why? The word is —. Something which shines will—(Write *sparkle*, then *spar'kle*.)

This word says—(Write *our*.) Use it in a sentence. This word also says *hour*. (Write *hour*.) We use this word when we talk about an hour of time. How are the two words different? We play tennis on a

tennis—(Write *court*.) But in Spain the houses are built around the gardens, and the gardens are called courts. (Make a quick sketch to illustrate.) Sometimes courts are called—(Write *courtyards*.) Very often walls are—(write *built*) around the courts. The *u* is silent, and the word says —.

Vocabulary review. Add the suffix *ful* to the word *rest*; then tell what the word means. (Continue with *stillness*, *darkness*, *breathless*, *brightness*, *loveliness*.)

Read and erase a compound word and use it in a sentence.

Silent Reading

Pages 259–60. *Organizing events in sequence.* Read to the bottom of page 260; then be ready to number the first group of sentences on the board in the order in which things happened in the story. (Have the story retold.)

Skimming; Phrase meaning. Skim the first paragraph on page 259. Find the phrase which means that Carlos went on trying. Skim the last paragraph. Find the phrase which means the things the travelers saw and heard.

Pages 261–62. (Repeat with the second group of sentences.)

Pages 263–65. (Repeat with the third group of sentences.)

Skimming; Phrase meaning. Skim paragraph 2, page 263. Find the phrase which means altogether.

Oral Reading

Main paragraph ideas. Open your Workbooks to page 102. Be ready to read the first main idea. The first one to find the paragraph which goes with that idea may read the paragraph aloud. (Continue in similar way through the first six items.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). Read and erase the one of these words (write *our*, *hour*) which means time. Rewrite the word you erased and use it in a sentence. (Continue with *our*; *bear*, *bare*; *owe*, *oh*; *write*, *right*.)

Word Recognition Techniques

Integrating reading, writing, and spelling (syllables *ple*, *tion*, *tle*, *ten*, *ble*, *dle*). In the word—(write *people*, then *pēo'ple*) what two sounds do you hear in the last syllable? What letter is silent?

(Erase and have word rewritten.) A tiny wave is a—(Write *ripple*, then *rĭp'ple*.) The sound of what one letter is heard in the last syllable? What two letters are silent? How is the syllable spelled? (Erase and have word rewritten, also *apple*.) This word is—(Write *steeple*, then *stēe'ple*. Continue with *mā'ple*, *tōp'ple*.)

Use the syllable you need (write *tion*, *tle*, *ten*, *ble*, *dle*) and write *station*. (Continue with *often*, *whistle*, *stumble*, *handle*.)

(*wr*, *gu*, *kn*, *qu*). Use the beginning you need and write *quick*. (Continue with *guess*, *knife*, *knives*, *wrong*, etc.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 103.
2. Independent reading.
Streets and Roads, pages 113–22.
Finding New Neighbors, pages 15–23. (Give help with *wharf*, page 16.)
3. Other suggested activities. Use techniques suggested in Unit 53 with Sight Vocabulary Cards 28–38.

UNIT 55

Carlos, the Guide (*cont.*, pages 266–68)

New Vocabulary

added piles

Initial Procedure

Initial preparation. (Have the following on the board.)

different	interesting	*stretch	enjoy
choose	only	melody	hand
forward	among	heart	happy

Introducing new words and meanings. Write *pile*. This word says—(Write *add*.) Make it say *added*.

Vocabulary review. Read and erase the word which means “not the same.” (Continue with words in columns 1–3.)

Add the suffix *ment* to the word *enjoy*; then tell what the suffix makes the word mean. (Continue with *handful*, *happiness*.)

Silent Reading

Pages 266–68. *Oral recall; Timed silent reading.* Finish the story to find out how it all comes out. (How many finish in $2\frac{1}{2}$ minutes? Have the story retold, having different pupils add omitted details. Skim the story for omitted details.)

Oral Reading

Main paragraph ideas. (Proceed as in Unit 54 with other main ideas on page 102 of the Workbook.)

Vocabulary Enrichment and Extension

Descriptive words and phrases. We don't want to forget Carlos. Help me list on the board as many words and phrases as you can think of which tell what kind of boy he was. (*dark-haired, dark-eyed, a small slip of a boy, thoughtful, thoughtless, etc.*)

Word Recognition Techniques

Irregular verbs. (Follow usual techniques with *think, thought, have thought; say, said, have said; buy, bought, have bought; blow, blew, have blown, etc.*)

Integrating reading, writing, and spelling (ea). Very often when you see these two vowels together in a word (write *ea*), the *e* is short. Use these vowels and write *head*. (Continue with *ahead, dead, read, ready, already, instead, breath, heavy, meant, meadow.*)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 102. Add page and paragraph numbers and complete lower section.
2. **Tests.** Give the informal tests on pages 104, 105, 106 of the Workbook. Use a special period or periods for the tests. A score of 1 is given for each item marked correctly. Pupils should make a score of at least 24 on page 104, 4 on page 105, and 16 on page 106. Be sure directions are understood, but give no further help.
3. **Other suggested activities.** Use phonetic words from absorption unit as a diagnostic spelling test (see page 344).

UNIT 56

The Land of the Desert (pages 270-73)

New Vocabulary

Africa	brick	dates	goatskin	palm
blazing	caravan	flocks	heat	shepherd

Initial Procedure

Initial preparation. (Have the following on the board.)

flat-roofed	sun-baked	white-walled	camelsellers	
Underground springs of water make their way up through the sands.				
great	valley	among	fat	wave
stretch	nothing	welcome	rock	wise
floor	bush	edge	move	travel

Introducing new words and meanings. When we began our book, we found out that Mr. Sanders also went to the — (Write *desert*, then *dēs'ert*.) If you were to see a desert, how would it look? The desert was in Africa. (Write *Africa*.) People travel across the desert on— (Write *camels*, then *cām'els*.) Many camels traveling together are called a— (Write *caravan*, then *cār'a van*.) In the first syllable you hear the short sound of *a* which is —. The syllable says —, and the word is —. Check the meaning with your glossary. This part of your hand (indicate the palm) is called the palm. On the desert a certain kind of tree is called the— (write *palm*) tree. One kind is called the date palm because dates grow on it. (Have some real dates to show pupils.) Write *date*. Sometimes on the desert you see flocks of sheep. What do we mean by a *flock*? Use these letters (write *ck*) to end the word and write *flock*. The man who cares for a flock of sheep is a shepherd. (Write *shepherd*, then *shēp'herd*.) Listen as I say the word. What letter in the last syllable is silent? But how is the syllable spelled? (Erase and have word rewritten.) Check the meaning with the glossary.

A fire can *blaze*. Use this letter (write *z*) and write *blaze*. Change the word to *blazing*. Check the meaning of *blazing* with the glossary. Remember how to spell *eat*; then write *heat*. Suppose it were a day of — (write *blazing heat*), how would you feel? This word says— (Write

skinny.) Who can make it say just *skin*? Who can add *goat* and make it say *goatskin*? Some houses are made of brick. End the word like *flock* and write *brick*.

Vocabulary review. Read the word on the board which means something a rose grows on. (Continue with words in rows 1-3.)

Make the word *fat* say *fattest*. (Continue with *rocky*, *moving*, *waving*, *wisest*, *traveler*.)

Contents page. *Locating information.* (Use in usual way.)

Picture Interpretation

Unit title page. *Gathering information from pictures.* The moment I look at this picture, I recall what a certain person said before he started out on his travels. Look at the picture while I read page 6 for you. Was our book right when it said that Mr. Sanders never could tell what he would do until the time came? (Discuss the color of the white camel, the reason for the loose clothing of the people, identify the camel saddle, blanket, and bell, and discuss the method of staking the camel.)

Page 270. *Gathering information from pictures; Drawing inferences.* Recall that Spain was on the shores of an—(Write *inland sea*.) Can you find that inland sea in the map? What other country is also on the shores of that inland sea? The top of a map always represents the direction —. The bottom of a map is always —. If you were to travel from Spain to Africa, in what direction would you go? In what two ways could you make the journey?

What does the second picture remind you of? (ocean or mountains) This is really a picture of the sandy desert. What has happened to the sand to make it look like waves or mountains?

Page 271. Can you locate the—(indicate *palm*) trees on page 271? What do trees have to have to make them grow? Then why do you think they are growing in this particular spot on the desert? Will this camel-rider be glad to reach the palm grove? Why?

Page 272. The ships in the background make us know that this village is near the —. Look closely and see what the wall is made from; then find the word you wrote on the board which tells. (Have the village wall and the houses within distinguished.) How do the roofs of the houses differ from our own? Who can find and read the hyphenated word on the board which tells about the roofs? (Explain how absence of rainfall makes flat roofs possible.) Clay bricks must be

thoroughly dry before they are used for houses. Read the word on the board which tells how they are baked in Africa.

Page 273. If you find the right word on the board, you may know what these men are doing.

Silent Reading

Page 270. *Locating and gathering information.* Read the page very carefully; then be ready to answer orally questions 1 and 2 on page 108 of your Workbook.

Page 271. (Repeat techniques with question 7 for paragraph 1, question 3 for paragraph 2. Have sentence on board read and discussed before question 3 is answered.)

Page 272. (Repeat techniques with question 4 for paragraphs 1-2, question 6 for paragraph 3.)

Page 273. (Repeat techniques with question 5 for paragraphs 1-2, question 8 for paragraph 3.)

Word meaning. Sunlight often makes things look what color? What word on the board tells how the houses would really look if you saw them when the sun was not shining? How do you explain the color in the picture on page 272?

Oral Reading

Main paragraph ideas. One paragraph tells about the market place. The first one to find it may read it. (Continue with the *camel-sellers, the camels, the houses, the village walls, the palms and gardens, three paragraphs which tell how the desert looks.*)

Vocabulary Enrichment and Extension

Descriptive words; Classification. Each of you tell one thing which makes the Land of the Desert different from other countries.

Word Recognition Techniques

Irregular verbs. (Use techniques from previous units with *find, found, have found; grow, grew, have grown; stand, stood, have stood; bring, brought, have brought.*)

Integrating reading, writing, and spelling (complete review of initial consonants). (Use the following words as a diagnostic spelling test. If any pupil makes an error in an initial consonant, review the techniques from the *Guidebook for The New Through the Green Gate: bus, care, date, felt, gun, hut, jar, kid, land, met, net, pen, rug, seem, tin, visit, wide, shelf, cheer, which, thin.*)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 107, 108. Have answers to questions on page 108 written in at this time.
2. **Other suggested activities.** Continue the mural or the book of travel pictures. If possible, have desert pictures for the bulletin board and library table.
3. **Textfilm.** See Textfilm manual.

UNIT 57

Spanish Sunshine (pages 274-79)

New Vocabulary

ashamed	difference	husband	offended	simply
cool	either	miserable	senses	weather

Initial Procedure

Initial preparation. (Have the following on the board.)

In short	through and through	sight-seeing
To say it quickly	trying to make up head for home	
gone beyond the place	stay right on board	
passed the stage	I have my doubts	
expected	reason	beautiful
bear	though	beauty
frolic	hours	sigh
		shade
		blaze
		amuse
		lovely
		drop
		might
		heavy

Introducing new words and meanings. Write *cool*. Write *shame*: make it say *shamed*. *Ashamed*! This word says—(Write *simply*, then *sim'ply*.) If you did something foolish, you should be—(Write *ashamed*, *simply ashamed*.) Things which are not alike are—(write *different*, then *diff'er ent*), and it is easy to see the—(Write *difference*, then *diff'er ence*.) What sound will *c* have and why? The word is —. Mr. Sanders was Mrs. Sanders'—(Write *husband*, then *hūs'band*.) When we have rainy days, we have bad—(Write *weather*, then *wēath'er*.) When we think about what we are doing, we use our good—(Write *sēnse*.) Notice that there is an *e* on the end even though the

first vowel is short. (Erase and have the word rewritten.) How do you act when you act as if you had—(write *lost your senses*)? If I were to hold out two library books and tell you to take your choice, I would mean that you could have—(write *either*, then *ēi'ther*) one. If you do something unkind and hurt someone's feelings, you offend (write *offend*, then *of fĕnd'*) them. They are—(Complete *offended*.) Check the meaning of *either* and *offended* with your glossary. When you feel tired and sick, you feel miserable. (Write *miserable*, then *mī's'er a ble*.) How many syllables are there in *miserable*?

Phrase, word, and sentence meaning. If I wanted to tell you something interesting which happened, I might say, "To say it quickly, this is what happened." (Indicate first phrase on board as you talk.) Or I might say—(Indicate *In short*.) Then what does *In short* mean? We have agreed to help with the Red Cross Drive. So we have *gone beyond the place* (indicate phrase) where we can back out. Another way to say that is—(Indicate *passed the stage*.) So what does *passed the stage* mean?

Sometimes we are cross all over. Read and erase the phrase which means *all over*. The one which means *I don't believe it. To remain on the ship! Making friends again after a quarrel! To go in the direction of home!* When we go traveling, we go—(Indicate *sight-seeing* and discuss what the word means.)

Vocabulary review. Read and erase the word which means *hoped*. (Continue with each word in columns 1-3.)

Make the word *shade* say *shady*; then tell us what the suffix *y* makes the word mean. (Continue with *blazing*, *amusing*, *loveliest*, *hotter*, *dropped*, *mighty*, *heavily*.)

Silent Reading

Contents page. *Locating information.* (Use in usual way.)

Page 274. *Picture interpretation; Drawing inferences.* Can you tell where our travelers are now and where they might be going? How does Mr. Sanders feel and how can you tell?

Locating information. There are six sentences on this page which tell exactly what Mr. Sanders is thinking as he sits on deck. Read to find them and to be able to read each sentence orally.

Page 275. *Gathering information.* Mr. Wells thinks of a plan to make Mr. Sanders forget his troubles. Find out what the plan was and how it worked out.

Pages 276–77. *Gathering information; Exercising judgment.* Read to the last paragraph on page 277. Mrs. Sanders feels one way, Mr. Wells another, and Mr. Sanders still another. Be ready with a word which tells how each one feels.

What time do you think it is in the picture on page 276? On page 277? In which picture is Mr. Sanders the hotter? Finish page 277 and find out what happens when the sun goes down.

Pages 278–79. *Gathering information; Exercising judgment.* Mr. Sanders thinks up a plan which Mr. Wells does not approve of. Read through the first paragraph on page 279. Find out what the plan is and why Mr. Wells does not approve. Do you think Mr. Sanders will stick to his promise? Be ready to prove what you say.

Finish the page and find out what happens the next morning. How long do you think Mr. Sanders will stay in that chair?

Dramatization. (Have pupils show how Mr. Sanders sank *heavily* into a chair, also how, in the last paragraph, he talked with a sigh.)

Oral Reading

Expressing mood of story. Which character in today's story is highly—(write *amused*)? Read aloud all the parts of the story which show that Mr. Wells was amused. (Repeat techniques with *ashamed*, *cross*.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). Use this word (write *date*) and tell about something you can find on a calendar. Use it to tell that you are going to meet someone after school! Use it to tell about something which grows on a tree! (Continue with *palm*, meaning a part of the hand, a tree.)

Word Recognition Techniques

Integrating reading, writing, and spelling (review of initial blends). (Use the following words as a diagnostic spelling test: *blaze, flock, brick, spark, stage, pluck, sweet, glue, trade, clop*. If any difficulty with initial blends is apparent, review techniques from the *Guidebook for The New Thorough the Green Gate*.)

(Syllables *tion, ten, tle, ble, dle, ple*). Choose the syllable you need (write *tion, tle, ten, ble, dle, ple*) and write *middle*. Repeat with *attention, whistle, often, table, bundle, apple*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 109.
2. Independent reading.
Streets and Roads, pages 124-39.
Finding New Neighbors, pages 24-37.
3. Other suggested activities. Use techniques suggested in Unit 53 with Sight Vocabulary Cards 57-67.

UNIT 58

I Won't! Yes, I Will! (pages 280-84)

New Vocabulary

forgive hump settled shaggy woolly

Initial Procedure

Initial preparation. (Have the following on the board.)

1. What did Mr. Sanders see with his real eyes?
2. What did he see with his mind's eye?
3. What was his first idea? How did it turn out?
4. What was his next idea? How did it turn out?
5. What idea did he have next?

as I live

in your mind's eye

kept a sharp lookout

left out of things

hadn't counted on that

chuckled

tantalizing

heavy

half-closed

rascals

quiet

parade

gateway

weather

reason

change

Introducing new words and meanings. Sheep are covered with —. Use the part you see in *look* and write *wool*. Now the word says —(Change to *woolly*.) Write *shag*. Make the word say *shaggy*. Check with the glossary to find out what *shaggy* means. Every camel has at least one hump. Write *hump*; check the meaning with your glossary. When you sit down in a chair, you—(write *settle*, then *sett*le) down. Another way to say "excuse me" is to say—(write *forgive*, then *for* give') me.

Phrase meaning. When you close your eyes and pretend to see things, we say you see them in your imagination. Find and read the

phrase on the board which means *in your imagination. Kept your eyes open!* We were going to have a picnic, but it rained. We hadn't expected that. Find and read the phrase which means *hadn't expected that. Lonesome and unhappy!* When I promise to do something for you, I may say, "I will do it as sure as I'm alive." Read the phrase which means *as sure as I'm alive.*

Vocabulary review. Read and erase the word which means the cause for something happening. (Continue in similar way with words in columns 1-2.)

Make the word *heavy* say *heavily*. What must you do before you add the suffix? (Continue with *parading, changing*.)

(Use the hyphenated and compound words in sentences.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Tell who may have said the words in the title and what he meant.

Pages 280-81. *Picture interpretation.* Can you explain why Mr. Sanders sits upright in his chair?

Gathering information. On these two pages, Mr. Sanders sees some things with his real eyes and some things in his mind's eye. Read and be able to answer questions 1 and 2 on the board.

Pages 282-84. *Gathering information.* Read through paragraph 3 on page 283. Be ready to answer question 3. Now read through paragraph 1 on page 284 and be ready with the answer to question 4. Finish the story and be ready with the answer to question 5.

Predicting outcomes. Now what do you think will happen next?

Oral Reading

Main story divisions. (Have text which corresponds with questions 1 and 2 and with each of the other questions read aloud.)

Vocabulary Enrichment and Extension

Locating words and phrases telling where, how, and when. (Have pupils turn to page 110 in the Workbook. Have directions read aloud and have pupils locate the correct word or phrase in each sentence. Do not have the words and phrases marked at this time.)

Word Recognition Techniques

Integrating reading, writing, and spelling (review of initial blends.) (Follow techniques from previous unit with the following

words: *cry, drop, frog, smell, green, prize, scrape, skate, slide, snap, street.*)

Contractions (review). (Write the following contractions on the board: *I'd, won't, don't, I'm, couldn't, That's, isn't, haven't, didn't.* Under each contraction have pupils write the two words which mean the same as the contraction.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 110, 113. Have words and phrases on page 110 marked at this time.
2. **Independent reading.**
Streets and Roads, pages 140-54.
Finding New Neighbors, pages 38-52. (Give help with *coyotes*, page 38; *sugar*, page 46.)
3. **Other suggested activities.** Use techniques from Unit 53 with Sight Vocabulary Cards 2-12, 69-70.

UNIT 59

I Won't! Yes, I Will! (*cont.*, pages 285-89)

New Vocabulary

dozen drew during least young

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ Mr. Wells drew some pictures.
- _____ The white camel frightened Mr. Sanders.
- _____ Mr. Sanders discovered the other travelers in the rug market.
- _____ Mr. Wells discovered Mr. Sanders with the camels.
- _____ Mr. Sanders went to the camel market.

Not a bit of it! with his fellows to say the least

sight-seeing	simply	rugshop	fortunate
astonished	reason	notebook	noise
touched	act		funny

Introducing new words and meanings. Twelve eggs are a—
 (Write *dozen*, then *doz'en*.) The word which means the opposite of

old is—(Write *young*.) Take a good eye picture of each letter. (Erase and have word rewritten.) Use the part you see in *new* and write *drew*. Use these vowels (write *ea*) and write *east*; change it to *least*. The tiniest bit of something is the—(Indicate *least*.) A phrase on the board means *to say as little as you can*. Find and read the phrase. The weather cooled off when night came, or we might say it cooled off—(write *during*, then *dūr'ing*) the night. Write the phrase *During the night* and begin *during* with a capital letter.

Phrase and sentence meaning. Read the phrase which means *with his friends*. I might say, "We can't have that going on in here, not at all." What phrase on the board means *not at all*?

Vocabulary review. Word endings. Read and erase the word which means "just." (Continue in similar way with words in columns 1-2.)

Read each compound word and use each one in a sentence. Add a prefix to *fortunate* to make it mean not fortunate. (Continue with *noisy*, *funniest*.)

Silent Reading

Pages 285-89. Organizing events in sequence; Oral recall; Timed silent reading. Mr. Sanders had just walked in at the village gate. Finish the story and find out what happened first, then next, and so on. (How many finish in 5½ minutes? Have sentences on board numbered and story retold.)

Predicting outcomes. If you were a camelseller, what would you think the first picture meant? The second? What do you think Mr. Wells plans to do? What will happen then?

Oral Reading

Main paragraph ideas. The first one to find the paragraph which tells about a wrong idea Mr. Sanders had, may read the paragraph aloud. (Continue with *how the camels looked*, *how the camels acted*, *the camelsellers*, *the white camel's joke*, *Mr. Wells's smile*, *Mr. Wells's pictures*.)

Vocabulary Enrichment and Extension

Locating phrases which tell where, how, when, etc. Look carefully at the first sentence on page 285. Read the phrase, the four words which tell *what kind* of street it was. Read the phrase which tells *where* the street led. (Continue in similar way.)

Word Recognition Techniques

Integrating reading, writing, and spelling (review of phonetic parts). Use the part you need (write *au, ar, ay, ow, er, ew, ei*) and write *fault*. (Continue with *sharp, pay, tower, drew, veil*. Then continue with *aw, ey, ir, ow, oo, oi* for *claw, they, stir, blow, room, book, spoil; ou, ur, or* for *worth, turn, loud*.)

Word endings (adding *ing* to words ending in silent *e*). (Write the following words on the board and have pupils add *ing* to each one: *settle, pile, sparkle, save, handle, pipe*. Write the following words and have pupils remove the *ing* and complete the base form: *forgiving, blazing, amusing, guiding, choosing, gluing*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 111, 112.
2. Independent reading.
Streets and Roads, pages 155-71.
Finding New Neighbors, pages 54-72. (Give help with *giraffes*, page 54; *vegetables*, page 59.)
3. Other suggested activities. Use techniques from Unit 53 with Sight Vocabulary Cards 13-27.

UNIT 60

A Camel or a Ride (pages 290-94)

New Vocabulary

able bite case draw insisted promise sake teeth

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ Mr. Wells draws more pictures.
- _____ Mr. Sanders leaves the camel market.
- _____ Mr. Sanders makes a promise.
- _____ The camelsellers bring Mr. Sanders back to the market.
- _____ Mr. Wells shows his pictures to the camelsellers.
- _____ Mr. Wells and Mr. Sanders talk things over.
- _____ The camelsellers point to Mr. Sanders' pockets.
- _____ The camelsellers make Mr. Sanders look at the camels.

to monkey around with

for goodness' sake

strange	direction	worse	good	cry
certainly	sight	either	surprise	pop
pieces	confusion	expected	beg	step

Introducing new words and meanings. Write *bite*. (Repeat with *case*, *sake*, *teeth*.) Remember how to spell the last syllable and write *table*. Erase the first letter and the word says —. Use the part you use in *saw* and write *draw*. When you say you will do something, you make a—(Write *promise*, then *prōm'ise*.) When Mother says you must brush your teeth, she will—(write *insist*, then *in sĭst'*) that you do it. Now the word says—(Add *ed* to both forms.)

Phrase meaning. Read and erase the phrase which means *to fool with*. The one which means *if you want to be good*.

Vocabulary review. Read and erase the word which means noise and excitement. (Continue with words in columns 1–3.)

Add the suffix *ness* to *good*; then tell what the word means. (Continue with *surprising*, *begged*, *cried*, *popped*, *stepped*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Which of the two things told about do you think Mr. Sanders will get?

Pages 290–94. *Organizing events in sequence; Oral recall; Timed silent reading.* Do you remember what you thought Mr. Wells might do with his pictures and what might happen then? Read through page 294 and see if you were right. (How many finish in 5½ minutes? Have sentences on board numbered and story retold in usual way.)

Predicting outcomes; Exercising judgment. If you were a camel-seller and saw the first picture Mr. Wells drew in today's story, what would you think it meant? The second picture? The third? Then what do you think may happen in tomorrow's story?

Oral Reading

Marks of punctuation (quotation marks; commas). (Review again the meaning of quotation marks. Have one pupil be Mr. Wells, another Mr. Sanders, and have the conversation read aloud. Then have each pupil choose a sentence in which there is a comma or commas and show how it should be read.)

Vocabulary Enrichment and Extension

Meaning of prefixes (review). Add one of these prefixes (write *un, dis, re*) to each of these words. (Write *fortunate, continue, fill, able, please, built, kind, honest, read.*) Be ready to tell what the prefix makes each word mean.

Word Recognition Techniques

Contractions (review). (Write the following contractions: *I'm, I'll, I'd, won't, don't, They'll, isn't, That's.* Proceed as in Unit 58.)

Integrating reading, writing, and spelling (review of vowel sounds). Write *rug*. Mark the vowel. (Continue with *use, sweet, held, crack, trade, pipe, slip, drop, cone, cry, shaggy.*)

Use the vowels you need (write *ea, ai, oa*) and write *least*. (Continue with *load, sail.*)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 114.
2. Independent reading.

Streets and Roads, pages 172–86. (Give help with *mischievous*, page 180.)

Finding New Neighbors, pages 74–82. (Give help with *leopard, medicine*, page 76; *cockatoo*, page 78.)

3. Other suggested activities. Use techniques from Unit 53 with Sight Vocabulary Cards 28-38.

UNIT 61

A Camel or a Ride (*cont.*, pages 295-300)

New Vocabulary

adventures Ali cactus neither nonsense nor plenty

Initial Procedure

Initial preparation. (Have the following on the board.)

- _____ The travelers stop for coffee in one of the shops.
- _____ The camelsellers, all but one, walk angrily away.
- _____ Mr. Wells draws a picture.
- _____ The guide tries to tell a story.
- _____ The owner of the white camel puts on its saddle.
- _____ Everyone tries to make the camel stand up.
- _____ Mr. Sanders sits in the camel saddle.
- _____ A cactus stalk makes the camel kneel.
- _____ Mrs. Sanders discovers her husband on the camel.
- _____ Mr. Sanders slaps the camel and makes it stand up.
- _____ Everyone tries to make the camel kneel down.

angry	yell	suddenly	sorry	stalks	tap
temper	busy	fortune	simply	stretch	go
suppose	break	explain	juicy	enjoy	self

Introducing new words and meanings. If I were to hold out two books, I might tell you that you could have—(write *either*) one—(write *or*) the other. These two partner words are —. But if I were not going to give you a book, I might say that you could have—(write *neither*) one—(write *nor*) the other. This second pair of partner words says —. When you have enough of anything, you have—(Write *plenty*, then *plěn'ty*.) When you think about what you are doing, you use good—(Write *sense*.) But foolishness is—(Complete *nonsense*, then write *nôn'sense*, explaining that *non* means "not.") When something very exciting happens to you, you have an—(Write *adventure*, then *ad vên'ture*.) Check the meanings of *plenty*, *nonsense*, and *adventure* with your glossary.

A plant which grows on the desert is a—(Write *cactus*, then *căc'tus*; have one to show if possible.) A new character in today's story is *Ali* (ă'lē), and his name looks like this. (Write *Ali*.)

Vocabulary review. Read and erase the word which means a loud cry. (Continue with all words in columns 1–5.)

Make the word *tap* say *tapped*. (Continue with *goes*, *selves*.)

Silent Reading

Pages 295–300. *Organizing events in sequence; Oral recall; Timed silent reading.* What did we decide that the camelsellers would think when they saw the first picture? The second? The third? Finish the story and check our thinking. (How many finish in 7½ minutes? Have sentences on board numbered and story retold.)

Oral Reading

Audience reading. (Assign the four stories in the unit to four pupils who need practice in oral reading. Proceed in usual way.)

Vocabulary Enrichment and Extension

Meaning of suffixes (review). Add one of these suffixes (write *ful*, *y*) to each of these words. (Write *beauty*, *plenty*, *pluck*, *taste*.) Tell what the suffix makes each word mean. Take off the suffix from—. (Write *doubtful*, *hopeful*, *noisy*, *glassy*.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules in accented syllables. (Use techniques from previous units with *insist*, *neither*, *imagine*, *notice*.)

Word endings (adding *ed*, *es*, *er*, *est* to words ending in *y*). This word says—(Write *reply*.) Make it say *replied*. (Continue with *melody*, *melodies*; *lovely*, *lovelier*; *lucky*, *luckiest*.) This word says—(write *heavier*); make it say *heavy*. (Continue with *merriest*, *merry*; *worried*, *worry*; *mysteries*, *mystery*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, pages 115, 116.
2. Independent reading.

Streets and Roads, pages 188–201. (Give help with *guests*, page 194.)

Finding New Neighbors, pages 84–96. (Give help with *possum*, page 93; *muskrat*, page 94.)

3. **Other suggested activities.** Use techniques suggested in Unit 53 with Sight Vocabulary Cards 39–50.

UNIT 62

Ali, the Wise (pages 302–5)

New Vocabulary

allow	chief	custom	march	son
brave	child	journey	pay	spite

Initial Procedure

Initial preparation. (Have the following on the board.)

in spite of danger
the custom of the land
an undertaking not to be thought of
an older head is needed
In such a case

splendid	tears	instead	troubles	bracelet	happy
reason	among	great	caravan	touched	begin
meant	young	enough	doubt		story

Introducing new words and meanings; Phrase meanings. Write *march*. (Repeat with *pay*.) Write *brave*. (Repeat with *spite*.) A pilot must fly his plane—(Indicate phrase 1.)

This word says—(Write *sun*.) This word also says—(Write *son*.) We use this word when we talk about a boy who is his father's son. Boys and girls are—(write *children*), but one boy or girl is a—(Write *child*.) If Mother will not let you go to a show, she will not—(write *allow*, then *al low'*) you to go. The part says what it does in *cow*, and the word is —. When you go on a long trip, you go on a—(Write *journey*, then *jour'ney*.) The *o* in the first syllable is silent, the part (underline *ur*) says —, and the word is —. The leader of the camel caravan is the—(Write *chief*.) The *i* is silent, and the word says —. When we do something over and over again in the same way, we say that that way is our—(Write *custom*, then *cūs'tom*.) In Brittany it is

the custom to wear wooden —. In Lapland it is the custom to drink reindeer —. Every country has its own—(Indicate *custom* and add *s*.) Each one is—(Indicate phrase 2.) Check the meaning of *allow*, *chief*, *custom*, and *journey* with your glossary.

When you promise to do a job, you—(write *undertake*) to do the work. But if the work is too hard for you, Mother may say that it is—(Indicate phrase 3.) She may say that it will take an older person to do that job, or she may say—(phrase 4). If that is what happens, you will have to obey mother. Read the phrase which means *if that is what happens*.

Vocabulary review. Read and erase the word which means *a long line of camels*. (Continue with words in columns 1–5.)

Make the word *happy* say *happiness*; then tell what the new word means. (Continue with *beginning*, *stories*.)

Silent Reading

Contents page. *Locating information; Drawing inferences.* Tell what kind of person you expect Ali to be. Will he be a boy or a man? Why do you think so?

Unit title page. (Discuss the wandering tribes of the desert, the reason for the tent homes. Have important things identified.)

Page 302. *Verifying information; Picture clues.* Were we right about Ali? Is he boy or man?

Locating and gathering information. Read the page carefully; then write the answer to question 1 on page 117 of your Workbook.

Page 303. (Use the same techniques with questions 2–4.)

Page 304. (Use the same techniques with questions 5–6.)

Page 305. (Use the same techniques with questions 7–9.)

Oral Reading

Verifying information. (Have the answer to each question read and also the text which proves that the answer is correct.)

Vocabulary Enrichment and Extension

Word concepts (homonyms). Ali's mother asked her son to ride into the desert. (Write *sun*, *son*.) Which of these words did I use in my sentence? Use the other word in a sentence and give it the right meaning. (Continue with *won*, *one*; *bear*, *bare*; *whole*, *hole*; *hour*, *our*; *meet*, *meat*; *oh*, *owe*.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules in accented syllables. (Follow usual procedures with *promise, custom, agree, bicycle, under.*)

Plurals of words ending in *f* or *fe*. This word says—(Write *shelf.*) Make it say *shelves.* (Continue with the plurals of *wolf, loaf, leaf, calf, half, self, knife, life, wife.*)

Supplementary Activities

1. Independent reading.

Streets and Roads, pages 202–19. (Give help with *gnawed*, page 207; *probably*, page 210; *tongue*, page 216.)

Finding New Neighbors, pages 98–108. (Give help with *Percival*, page 105.)

2. Other suggested activities. Use techniques from Unit 53 with Sight Vocabulary Cards 51–55, 57–63.

UNIT 63

Ali, the Wise (*cont.*, pages 306–10)

New Vocabulary

eager gold Hassan toothless yet

Initial Procedure

Initial preparation. (Have the following on the board.)

1. When Ali came to market, why did he sit with his back against the wall of sun-baked brick?
2. Four camelsellers and a sweetmeat seller talk to Ali.
What did each one say?
3. What important question did the camelsellers ask Ali?
4. Why did they believe his story of the bracelet?
5. Do you think they were honest or dishonest? Why?
6. How can you tell a good camel?
7. Why did Ali choose the white camel?

piece	though	treasure	honest	angry	own
astonish	adventure	chief	insisted	thought	buy
fault	offended	ashamed	nonsense	worth	hide

Introducing new words and meanings. Write *old*; change it to *gold*. Use the part you use in *soon* and write *tooth*. Add the suffix *less*; then tell what the word means. If you are not quite ready to go somewhere, you may say that you are not ready—(Write *yět*.) The word begins like *yes* and says —. When you are anxious to go to a show, you are—(write *eager*, then *ēa'ger*) to go. Check the meaning with the glossary. Hassan (hà sán') is the name of someone in today's story. (Write *Hassan*.)

Meanings of compound and hyphenated words. A piece of candy is sometimes called a—(Write *sweet*; pause; then add *meat*.) Then a candyseller would be a—(indicate *sweetmeat*) seller. If you were to hear someone called—(write *moonfaced*), how would he look? If an animal were—(write *rusty-looking*), how would he look?

Vocabulary review. Read and erase the word which means truthful. (Continue with words in columns 1–4.)

Add the ending *ly* to *angry*; then tell what the word means. (Continue with *thoughtful*, *worthless*, *owner*, *buyer*, *hiding*.)

Silent and Oral Reading

Pages 306–7. *Gathering information; Specific details; Exercising judgment.* Read until you find the answer to question 1 on the board and be ready to read from your book to prove your answer. (Continue in similar way with questions 2–3.)

Pages 308–9. (Repeat techniques with questions 4–5.)

Page 310. (Repeat techniques with questions 6–7.)

Vocabulary Enrichment and Extension

Skimming; Descriptive words and phrases. Skim page 306 for the first name the angry camelseller calls Ali. (Continue with *That moonfaced one*, *oh little chief* on page 307, *oh little grandson of the great* on page 309, *oh little wise one*, *oh little Ali* on page 310. Have pupils decide which names suit Ali.)

Word Recognition Techniques

Word endings (adding *s*, *ed*, *ing*, *y*, *er*, *est* to words ending in a consonant preceded by a single vowel.) Look carefully at this word. (Write *beg*.) Make this word say *begging*. (Continue with formation of *begged*, *trots*, *trotting*, *trotted*, *sunny*, *stubby*, *saddest*, *hottest*, *fatter*.)

(*Er form of agent*). Very often when we add—(write *er*) to a word, it makes the word mean one who does a certain thing. Add *er* to this word (write *buy*); then tell us what the word means. (Continue with *owner*.) Add *er* to this word. (Write *drive* and be sure the *e* is erased before the *er* is added. Repeat with *rider*.) Add *er* to this word. (Write *shop*; then repeat with *trap*, *lazy*, *sell*, *joke*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 118.
2. Independent reading.
Streets and Roads, pages 220–33.
Finding New Neighbors, pages 109–20. (Give help with *wizard*, page 109.)
3. Other suggested activities. Use techniques from Unit 53 with Sight Vocabulary Cards 64–67, 69–72.

UNIT 64

Ali, the Wise (*cont.*, pages 311–15)

New Vocabulary

judge merchants robbers stolen those trust whom

Initial Procedure

Initial preparation. (Have the following on the board.)

Have you no eyes to guide your feet?	with an easy heart
If we can trust your words	no ordinary camel
How are we to judge the worth of your story?	Well I remember
put away that custom	as well

young	heart	ordinary	swift	begin
dozen	allow	journey	fortunate	reply
prove	strange	fortune	friendly	smile

Introducing new words and meanings. When we point to several things near at hand, we use the word—(Write *these*.) When we point to several things farther away, we say *those*. Change the vowel and make the word say *those*. This word says—(Write *who*.) Add a letter and make the word say *whom*. Write *trust*. What does it mean to

trust someone? Make the word say *trusty*. A trusty person is one you can —. Use the right vowel and write *rob*. What must you do before you add *er* to make the word say *robber*? A robber stole money. Write the word *stole*. Now the word says—(Erase *e* and add *en*.) The money was —.

Another name for a storekeeper is a—(Write *merchant*, then *mer'-chant*.) When you go into a store, you have to decide what to buy. You have to be the—(Write *judge*.) The *d* is silent. What sound will *g* have and why? The word is —. Check the meanings of *merchant* and *judge* with the glossary.

Phrase and sentence meanings. Read the sentence which means *Can't you see where you are going?* The phrase that means *if we can believe you! How are we to know that the story is true? Do not do that in the usual way! Without worrying! No common, everyday camel!*

If I remember something well, I may say—(Read phrase on board with right inflection.) I have a hat and I have a coat, too. I may say that I have a hat and I have a coat—(Indicate *as well*.)

Meanings of compound words. When you catch up with someone, you—(write *overtake*) them. When you begin a job, you—(write *undertake*) the job. When you come to school in spite of the rain, you come—(Write *never*, pause; add *the*, then *less*.)

Vocabulary review. Find and erase the word which tells what shape a valentine often is. (Continue in similar way with all words in columns 1–3.)

Make the word *swift* say *swiftly*; then tell what the suffix makes the word mean. (Continue with *fortunately*, *friendliness*, *beginning*, *replied*, *smiling*.)

Silent Reading

Page 311. *Locating and gathering information.* Read the page carefully; then write the answers to questions 1–4 on page 119 of your Workbook.

Pages 312–13. (Use the same techniques with questions 5–6.)

Pages 314–15. (Use the same techniques with questions 7–8.)

Oral Reading

Verifying information. (Have the answer to each Workbook question read aloud; then the text which proves the answer.)

Vocabulary Enrichment and Extension

Skimming; Descriptive words and phrases. Skim page 311. Find two names Ali calls his mother. Why do you think he called her "Star of the Desert"? Skim page 313 for the name his mother calls Ali. Why did she call him by that name? Skim page 314 for the names the dateseller called Ali. Was he right?

Marks of punctuation (commas). In today's story commas are especially helpful in making the sentences easier to read and to understand. Choose a sentence in which you find more than one comma. Be ready to read it aloud.

Word Recognition Techniques

Syllable review. (Write *tion, tle, ten, ble, dle, ple.*) Use the syllable you need and write *settle*. (Continue with *attention, listen, able, ripple, bundle.*)

Integrating reading, writing, and spelling (*igh, ight*). When you see this group of letters in a word (write *igh*), you hear only the sound —. Use what you know and write *high*. (Continue with *sigh*; then repeat procedure with *ight* for *bright, fright, frighten, light, might, mighty, night*, etc.)

Supplementary Activities

1. Independent reading.

Streets and Roads, pages 234–48. (Give help with *enemy*, page 240.)

Finding New Neighbors, pages 121–37. (Give help with *closets*, page 121; *moccasins*, page 130.)

2. Other suggested activities.

Use techniques from Unit 53 with Sight Vocabulary Cards 1–14.

UNIT 65

Desert Sands (pages 316-21)

Initial Procedure

Initial preparation. (Have the following on the board.)

1. Through what kind of country did the caravan travel first?
2. As the caravan went on, what two things could be seen growing on the desert?
3. How did the desert look to Ali?
4. What three things could he not see?
5. To whom did the tents on the desert belong?
6. How did the shepherds make the caravan welcome?
7. What good news did the shepherds have for Ali?

parting with his mother

May the stars of good fortune shine upon you

the goods of the merchants

pack camels

for the sake of his fellows

stood his troubles well

Vocabulary review. The desert in Africa is called the—(write *African*, then *Af'ri can*) desert. Another name for troubles is—(Write *hard*, pause; add *ships*.) Men who care for herds are—(Write *herds*, pause; add *men*.)

When you feel tired and sick, you feel—(Write *miserable*. Continue with *confusion*, *during*, *disappointment*, *bear*, *in spite of*, *neither-nor*, *either-or*, *shepherds*, *cactus stalks*, *adventure*.)

Make this word (write *carry*) say *carries*. (Repeat with *star*, *starry*; *comforting*, *comfortingly*.)

Silent and Oral Reading

Contents page. *Locating information.* (Use in usual way.)

Page 316. *Specific detail; Drawing inferences.* Read the page carefully; then complete the first three sentences on page 120 of your Workbook. (Have completed sentences read aloud, also the text which proves the first two sentences correct.)

Phrase meaning. Read the phrase on the board which means *saying*

good-bye to his mother. May you have good luck! Camels which carry loads! The things the merchants had to sell!

Page 317. *Gathering information.* (Use the same procedure with question 1 on Workbook page and question 1 on board.)

Page 318. *Specific details.* (Use same procedure with questions 2-4 on board. Have paragraph 3 read aloud and discuss its meaning.)

Page 319. *Gathering information.* (Use same procedure with questions 2 and 3 on Workbook page.)

Phrase meanings. Ali did not complain. Find the phrase which means *did not complain*. He was brave because he did not want to bother other people. Read the phrase which means *because he did not want to bother other people*.

Pages 320-21. *Gathering information.* (Repeat procedure with questions 5-7 on the board.)

Vocabulary Enrichment and Extension

Word concepts (multiple meanings). What does it mean when we say someone is—(write *rich*)? You cannot eat too much candy or cake because it is too—(Indicate *rich*.) What does that mean? The valley where the fruits grew was—(Indicate *rich*.) What does that mean? (Continue with *part*, meaning a section, good-by; *good*, meaning well-behaved, tasty, worth something; *goods*, meaning material, possessions.)

Word Recognition Techniques

Word endings (comparative forms of adjectives). This word says—(Write *brave*.) Make it say *braver*; then use the word in a sentence. (Be sure *e* is erased before *er* is added. Continue with *bravest*; then repeat with *merry*, *angry*, *sad*, *hot*.)

Integrating reading, writing, and spelling (review of difficult words). (Review the writing of *busy*; *sure*; *great*; *again*; *already*, *almost*, *always*; *any*; *been*; *dead*; *do*, *done*; *go*, *goes*, *gone*.)

Supplementary Activities

1. Independent reading.

Streets and Roads, pages 250-68.

Finding New Neighbors, pages 138-48. (Give help with *adobe*, page 138.)

2. Other suggested activities. Use techniques suggested in Unit 53 with Sight Vocabulary Cards 15-27.

UNIT 66

Desert Sands (*cont.*, pages 322-24)

Initial Procedure

Initial preparation. (Have the following on the board.)

1. How did the desert look when the sandstorm was over?
2. Remember Ali's saddlebag and water bag. What were the two greatest dangers for Ali?

longed to go

died away

broke through the crowd

nosing about

was lost to sight

yelled

finally

eager

expect

horsemen

help

neither—nor

twirl

share

confusion

saddlebag

hurry

noticed

simply

fortune

empty

sandstorm

hid

Vocabulary review. Read and erase the word which means at last. (Continue with all words in columns 1-4.) Read one of the compound words; then use it in a sentence.

Add the suffix *less* to the word *help*; then tell what the suffix makes the word mean. (Continue with *hurried*, *hidden*.)

Phrase meaning. Read and erase the phrase which means *wanted to go*. *Made his way through the crowd!* *Disappeared!* *Grew softer and softer!* *Smelling around!*

Silent and Oral Reading

Page 322. *Locating and gathering information.* Read the page carefully; then write the answers to questions 4 and 5 on page 120 of your Workbook. (Have the answers read aloud, also the portion of the text which proves that the answers are true.)

Page 323. (Repeat techniques with questions 6 and 7 on Workbook page, question 1 on board.)

Page 324. (Repeat techniques with question 2 on board.)

Vocabulary Enrichment and Extension

Meaning of suffixes (review). When we add this suffix (write *less*) to a word, it generally means —. This suffix generally means— (Write *ness*.) Add the right suffix to this word to make it mean with—

out end. (Write *end*; then continue with formation of *helpless*, *goodness*, *loveliness*, *treeless*, *watchfulness*.)

Word Recognition Techniques

Integrating reading, writing, and spelling (review of difficult words). (Review the spelling of *eight*, *though*, *through*, *enough*, *even*, *every*, *ever*, *earn*, *early*, *earth*, *learn*, *heard*, *heart*.)

(Syllable review). Use the syllable you need (write *ten*, *tle*, *tion*, *ble*, *dle*, *ple*) and write *attention*. (Continue with *often*, *listen*, *direction*, *whistle*, *settle*, *stumble*, *candle*, *ripple*.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 121.
2. Independent reading.
Streets and Roads, pages 269–86. (Give help with *reward*, page 277.)
Finding New Neighbors, pages 153–74. (Give help with *prairie*, page 161.)
3. Other suggested activities. Use techniques suggested in Unit 53 with Sight Vocabulary Cards 28–48.

UNIT 67

Home on the Desert (pages 325-28)

New Vocabulary

driven

Initial Procedure

Initial preparation. (Have the following on the board.)

when they drew near

found life in him

All in good time

bearer of bad news

palm trees

finally

daylight

guided

dark

these—those

adventures

sunrise

hug

run

disappeared

difference

storyteller

straight

happy

Introducing new words and meanings. Your father may—(write *drive*) a car. When the drive is over, the car has been—(Write *driv'* en.) Use both words in a sentence of your own.

Vocabulary review. Read and erase the words which tell the name of trees which grow on the desert. (Continue with all other words in columns 1–2 in similar way.) Read and erase the three compound words; then use each one in a sentence.

Add the prefix *un* to *guided*; then tell what the word means. (Continue with *hugged*, *straighter*, *darkness*, *running*, *happiness*.)

Phrase meaning. Read and erase the phrase which means *when they came close to me. As soon as it was necessary! Discovered that he was alive! Someone who brings bad news!*

Silent Reading

Contents page. *Locating information; Drawing inferences.* Tell whether there will be a bad ending or a good ending to the story and how you know.

Pages 325–28. *Locating and gathering information; Timed silent reading.* (Use this unit to test the independent reading power of your group. Have them read the story silently and then write the answers to questions on page 122 of the Workbook. How many finish the silent reading in 4½ minutes? Have the answers read aloud.)

Oral Reading

Audience reading. (Assign the three stories in this unit to the three best readers. Give them a short time to prepare. Have the oral reading judged by standards set in Unit 12.)

Vocabulary Enrichment and Extension

Meaning of suffixes (review). Someone who is—(write *friendly*) treats you like a friend. Someone who talks—(write *softly*) talks in a _____ way. *Amusement* (write word and underline *ment*) means that you are being —. Add a suffix to this word to make it mean in a pleasant or comforting way. (Write *comforting*; then continue with formation of *agreement*, *settlement*, *foolishly*, *fortunately*.)

Word Recognition Techniques

Irregular verbs. Use one of these words in a sentence and be sure the sentence sounds correct. (Write *drive*, *drove*, *have driven*; *pay*, *paid*, *have paid*; *bite*, *bit*, *have bitten*.)

Integrating reading, writing, and spelling (*wr*, *kn*, *qu*, *gu*). Use the beginning you need (write *gu qu wr kn*), and write guess.

(Continue with *guide, quite, quick, quiet, queer, write, wrote, wrong, knew, know, kneel*, etc.)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 123.
2. Independent reading.
Streets and Roads, pages 287-315.
Finding New Neighbors, pages 176-95.
3. Other suggested activities. If Sight Vocabulary Cards are available, use cards 1-36 as flash cards with each child individually. Keep track of words not recognized automatically by any child. Then give the child a student helper as suggested in Unit 53.

UNIT 68

Old Friends, Old Places (pages 330-37)

Initial Procedure

Initial preparation. (Have the following on the board.)

	everyone dropped in		as big as life	
	stolen a march on me		a special group	
custom	ordinary	direction	ranch	pony
garage	nightingale	these-those	certainly	country
allow	disappeared	range	measles	rest
judge	chuckle	eager	oars	hope

Vocabulary review. Read and erase the name of a bird Mr. Carl liked. (Continue with words in columns 1-4.)

Add the suffix *less* to the word *rest*; then tell us what the suffix makes the word mean. (Continue with *countries, ponies, hoping*.)

Phrase meaning. Read and erase the phrase which means *everyone came to call or visit*. *Played a trick on me! As straight and tall as I could stand! Not an ordinary group!*

Silent Reading

Contents page. *Locating information; Drawing inferences.* The last unit title is —. Who do you think is saying the words of the

title? Why do you think the title of the last story is —. Whom do you expect to meet again in this story?

Unit title page. How can you tell that the travelers have just returned home? How many old friends can you identify?

Pages 330–37. *Identifying characters through descriptive detail; Locating and gathering information.* (Use this story as a test of the independent reading power of the group. Have them read the entire story silently and then do page 124 in the Workbook. How many finish the silent reading in 9½ minutes?)

Oral Reading

Verifying information. (Have a pupil read the name he wrote in front of one sentence, then the text which proves that that name is right. Use similar procedure with the answers to questions.)

Vocabulary Enrichment and Extension

Classification. (Write on the board the names of the countries visited. Have pupils suggest the names of characters to be listed under each. Have each child choose the character he liked most and tell the thing he will remember best about him.)

Word Recognition Techniques

Syllable division and accent; Diacritical marks for long and short vowels; Vowel rules in accented syllables. (Use usual procedure with *picture, cobbler, welcome, suppose, railroad, excitement, uncle, imagine, Amber, idea, notice, reply, mystery.*)

Integrating reading, writing, and spelling (review of syllables). Use the syllable you need (write *tion, ten, tle, ble, dle, ple*) and write *people*. (Continue with *topple, station, mention, whistle, rattle, listen, mitten, tumble, hobble, middle, saddle.*)

Supplementary Activities

1. *Workbook for The New If I Were Going*, page 125.
2. **Tests.** Use a special period and give the informal tests on pages 126, 127, 128 of the Workbook. A score of 1 is given for each item marked correctly. Pupils should make a score of at least 10 on page 126, 18 on page 127, and 16 on page 128. Be sure directions on page 127 are clearly understood.

Standardized Achievement Test

A Reading Achievement Test for use at the end of the Third Reader can be bought from Row, Peterson and Company. This test should be given before beginning the basic Fourth Reader, *Singing Wheels*.

Diagnosis of Pupil Growth

(Upon the completion of *The New If I Were Going*)

1. Are pupils continuing to have an enjoyable time in learning to read, as evidenced in the following ways:

- a) Can they enter into the spirit of what is read so that the characters and events "come alive" to them as they read?
- b) Are they growing in power of concentration? When called upon to read semi-long units of text under guidance, can they lose themselves in a good story?
- c) Are they taking a more active part in activities of the school day which require reading?
- d) Do they turn more often to library reading as a source of leisure-time activity?
- e) Is there evidence of some home reading?
- f) Are words and expressions from books becoming part of the pupil's speaking and writing vocabulary?

2. Have pupils mastered the vocabulary of the basic books so well that they can apply this vocabulary with ease and confidence to the reading of books on a second- and easy third-grade level of reading difficulty?

3. Has the habit of attacking new words independently become so well established that pupils do not wait for prodding from the teacher? Have they grown facile in the use of picture, context, and phonetic clues? Are they growing in power to use syllable division as another effective way of attacking new words?

4. Can pupils, under teacher guidance, read silently for the following purposes: to locate and gather information; to note specific details; to follow precise directions; to organize events in sequence; to exercise simple judgments and draw simple conclusions based upon what is read; to skim for specific words and phrases; to associate what is read with one's own experiences in order to judge its validity?

5. Is oral reading growing in fluency and expression? Are pupils

judging the quality of their oral reading by standards which they have had a part in making?

6. Are pupils growing in ability to carry out the comprehension checks of the Workbook with correctness and independence?

7. Are pupils able to read silently with adequate comprehension at the rate of 120 words a minute?

8. Have you, the teacher, a sense of satisfactory accomplishment? Has the guidance in reading given so far been so thorough and systematic that remedial reading cases have not developed within this group?

UNIT REFERENCES TO WORD RECOGNITION TECHNIQUES

(While most of the references given in this table apply to material developed under the heading Word Recognition Techniques, a few items, such as certain of the suffixes, will be found in the units under the heading Vocabulary Enrichment and Extension.)

	Superior Group		Average Group		Immature Group	
	Intro.	Review	Intro.	Review	Intro.	Review
<i>Initial consonant sounds and blends</i>	*	1, 2	*	1	*	1, 2, 3, 4, 5, 10, 56, 57, 58
<i>Plurals of nouns ending in y of nouns ending in f or fe</i>	11 13	..... 15, 22	13 12	20 13, 16, 51	17 18	18, 19, 22, 23, 31, 32 19
<i>Phonetic parts</i>	*	1, 2	*	.....	*	5, 59
<i>Vowel sounds</i>	*	3	*	.....	*	60
<i>Hyphenated and compound words</i>	*	28, 43	*	4, 45, 51, 52	*	5, 50, 51
<i>Verb endings</i>		(See Suffixes)		(See Suffixes)		(See Suffixes)
<i>Contractions</i>	*	.....	*	2, 3, 42	*	58, 60
<i>Prefixes</i>						
dis.....	11	19, 34	13	42, 48	15	21
re.....	21	34	24	42, 48	28	.....
un.....	11	19, 34	10	12, 13, 42, 48	15	21

*Introduced and developed previously.

(Continued on next page.)

UNIT REFERENCES TO WORD RECOGNITION TECHNIQUES (cont.)

	Superior Group		Average Group		Immature Group	
	Intro.	Review	Intro.	Review	Intro.	Review
<i>Suffixes</i>						
on words ending in silent <i>e</i>	4	8	1	2, 14, 20, 48, 54	6	7, 15, 16, 18, 19, 22, 23, 31, 32, 59, 65
on words ending in <i>y</i>	11	12	8	13, 14, 20, 48, 54	17	18, 19, 22, 23, 31, 32, 61, 65
on words ending in consonant preceded by single vowel.....	16		18	19, 20, 48, 54	21	22, 23, 31, 32, 63, 65
ful.....	7	19, 46	8	9, 12, 42, 48	9	11, 14, 21, 61
less.....	19	46	12	42, 48	14	21, 66
ly.....	*	19, 46	*	9, 12, 42, 48	*	11, 14, 21, 67
ment.....	26	46	29	42, 48	40	67
ness.....	19		16	42, 48	19	21, 66
<i>y</i>	*	7, 19, 46	*	8, 9, 12, 16, 42, 48	10	11, 14, 21, 61
<i>Word beginnings</i>						
gu.....	36	42	39	52	48	52, 54, 67
kn.....	7	36	39	53	10	28, 47, 54, 67
qu.....	17		20	33	39	52, 54, 67
wr.....	4		6	38, 54	27	28, 47, 54, 67
<i>Letter groups</i>						
ea.....	31		32	45, 46	34	41, 45, 55
ear.....	12	47	14	29, 30, 35, 43	8	26, 41, 51, 66
igh, ight.....	9	23	4	7	7	31, 64
or.....	47		40		49	
ough.....	23	24	27	28, 29, 30, 48	35	36, 53, 66
ought.....	25		24	30, 49	36	

	Intro.	Review	Intro.	Review	Intro.	Review
<i>Visual perception of difficult words</i>	11	12, 42, 47	7	10, 11, 14, 36	13	14, 24, 30, 33, 34 45, 65, 66
<i>Syllable division and accent</i>	*	1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 31, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 47	*	4, 5, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36, 38, 40, 42, 46, 49, 52	*	1, 2, 3, 4, 9, 10, 11, 13, 14, 15, 16, 19, 20, 22, 23, 24, 26, 29, 30, 32, 33, 34, 35, 36, 37, 40, 42, 44, 46, 47, 49, 51, 53, 61, 62, 68
<i>Syllables</i>	5	6, 15, 21, 24, 45	22	26, 32, 37, 41, 43, 47 50, 53	42	43, 44, 50, 54, 57, 64, 66, 68
ble.....	24	45	37	41, 43, 47, 50, 53	50	54, 57, 64, 66, 68
dle.....	27	45	41	43, 47, 50, 53		
gle.....	40	45				
kle.....	26	45	43	47, 50, 53		
le.....	21	24, 45	32	37, 41, 43, 47, 50, 53	54	57, 64, 66, 68
ple.....	9	15, 21, 24, 40, 45	23	26, 32, 37, 41, 43, 47, 50, 53	26	42, 43, 44, 50, 54, 57, 64, 66, 68
ten.....	6	15, 21, 24, 40, 45	21	22, 26, 32, 37, 41, 43, 47, 50, 53	43	44, 50, 54, 57, 64, 66, 68
tion.....	16	21, 24, 45	26	32, 37, 41, 43, 47, 50, 53	46	50, 54, 57, 64, 66, 68
tle.....	43	45	50	53		
ture.....	3	4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 28, 29, 31, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 47	12	13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36, 38, 40, 42, 46, 49, 52	19	20, 22, 23, 24, 26, 27, 28, 30, 32, 33, 34, 35, 36, 37, 40, 42, 44, 46, 47, 49, 51, 53, 61, 62, 68
<i>Diacritical marks for long and short vowels</i>						

*Introduced and developed previously.

(Continued on next page.)

UNIT REFERENCES TO WORD RECOGNITION TECHNIQUES (cont.)

	Superior Group		Average Group		Immature Group	
	Intro.	Review	Intro.	Review	Intro.	Review
<i>Vowel rules for accented syllables in middle of syllable</i>	38	39, 43	25	26, 28, 31, 33, 35, 38, 40, 42, 46, 49, 52	34	40, 47, 49, 51, 53, 61, 62, 68
<i>two vowels in syllable</i>	38	.....	24	26, 28, 31, 33, 35, 38, 40, 42, 46, 49, 52	35	36, 40, 46, 49, 51, 53, 61, 62, 68
<i>vowel on end of syllable</i>	40	41, 43	27	28, 31, 33, 35, 38, 40, 42, 46, 49, 52	37	40, 46, 49, 51, 53, 61, 62, 68
<i>vowel at beginning of syllable</i>	42	43	29	30, 31, 33, 35, 38, 40, 42, 46, 49, 52	42	44, 47, 49, 51, 53, 61, 62, 68
<i>Irregular verbs</i>	30	31, 34, 46	34	35, 37, 39, 44, 54	38	39, 41, 43, 45, 48, 50, 55, 56, 67

UNIT REFERENCES TO APPLICATION OF WORD RECOGNITION TECHNIQUES

	Superior Group		Average Group		Immature Group	
	Intro.	Review	Intro.	Review	Intro.	Review
<i>Integrating reading, writings, and spelling</i>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 47	3, 4, 5, 6, 7, 8, 9, 10, 11, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 64, 65, 66, 67, 68	3, 4, 5, 6, 7, 8, 9, 10, 11, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 64, 65, 66, 67, 68	3, 4, 5, 6, 7, 8, 9, 10, 11, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 64, 65, 66, 67, 68	2, 3, 4, 5, 6, 7, 8, 10, 12, 14, 24, 25, 26, 27, 28, 30, 31, 33, 34, 35, 36, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 64, 65, 66, 67, 68	2, 3, 4, 5, 6, 7, 8, 10, 12, 14, 24, 25, 26, 27, 28, 30, 31, 33, 34, 35, 36, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 64, 65, 66, 67, 68

BIBLIOGRAPHY

The following is a bibliography of books suitable for use on library tables. All books, except those starred, may be used as independent reading by superior groups. Starred books are classics which should be read to pupils by the teacher. Pupils in average and immature groups will profit from and enjoy the illustrations. But the independent reading of average groups for the most part, and of immature groups at all times, should be confined to the books listed at the end of units in this Guidebook or to books comparable in difficulty.

Across the Sea in Pictures

- Carpenter, Frances. *The Ways We Travel*. American Book Co.
Flack, Marjorie. *Boats on the River*. Viking Press.
Gramatky, Hardie. *Little Toot*. G. P. Putnam's Sons.
Hader, Berta and Elmer. *Big City*. Macmillan Co.
Lent, Henry B. *Clear Track Ahead!* Macmillan Co.
Petersham, Maud and Miska. *The Story Book of Ships*. John C. Winston Co.
Petersham, Maud and Miska. *The Story Book of Transportation*. John C. Winston Co.
Pryor, W. C. *The Streamline Train Book*. Harcourt, Brace & Co.

It Happened in Norway; It Happened in Lapland

- Aanrud, Hans. **Sidsel Longskirt*. John C. Winston Co.
Aulaire, Ingri and Edgar d'. *Children of the Northlights*. Viking Press.
Aulaire, Ingri and Edgar d'. *Ola*. Doubleday & Co., Inc.
Aulaire, Ingri and Edgar d'. *Ola and Blakken*. Doubleday & Co., Inc.
Carpenter, Frances. *Our Little Friends of Norway*. American Book Co.
Johnson, Margaret S. and Helen L. Rolf, *an Elkhound of Norway*. Harcourt, Brace & Co.
Olcott, Virginia. *Olaf and Ane*. Silver Burdett Co.
Thorne-Thomsen, Gudrun. *East O' the Sun and West O' the Moon*. Row, Peterson & Co.
Thorsmark, Thora. *In Reindeer Land*. Row, Peterson & Co.

It Happened in England; Visitors from Across the Sea

- Bianco, Margery. *Bright Morning*. Viking Press.
Drummond, V. H. *The Flying Postman*. Houghton Mifflin Co.
Gordon, Patricia. *The Witch of Scrapfaggot Green*. Viking Press.
Nesbit, E. **The Treasure Seekers*. Coward-McCann, Inc.
Nesbit, E. **The Would-Be-Goods*. Coward-McCann, Inc.
Nesbit, E. **The New Treasure Seekers*. Coward-McCann, Inc.
Nesbit, E. **The Five Children and It*. Coward-McCann, Inc.
Travers, Pamela. *Mary Poppins*. Reynal & Hitchcock.
Travers, Pamela. *Mary Poppins Comes Back*. Reynal & Hitchcock.
Travers, Pamela. *Mary Poppins Opens the Door*. Reynal & Hitchcock.

It Happened in Brittany; The Fete of the Blue Nets

- Beim, Lorraine and Jerrold. *Lucky Pierre*. Harcourt, Brace & Co.
Brann, Esther. *Nanette of the Wooden Shoes*. Macmillan Co.
Friskey, Margaret. *Pot Luck with Lobsters*. Oxford University Press.

It Happened in Spain; The Birthday Candle

- Boggs, R. S. and Davis, M. G. *Three Golden Oranges*. Longmans, Green & Co., Inc.
Leaf, Munro. *Ferdinand*. Viking Press.
Sawyer, Ruth. *Toño Antonio*. Viking Press.
Sawyer, Ruth. *Picture Tales from Spain*. J. B. Lippincott Co.
Wells, Rhea. *Coco, the Goat*. Doubleday & Co., Inc.

It Happened in Africa; The Adventures of Ali

- Carpenter, Frances. *Our Little Friends of the Arabian Desert*. American Book Co.
French, Harry W. **The Lance of Kanana*. Lothrop, Lee & Shepard Co.
Huntington, Harriet E. *Let's Go to the Desert*. Doubleday & Co., Inc.



[illegible]

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PT-2 TCH-GD-
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